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ABSTRACT

The Pupil Progression Plan detailed in this document was developed in response to Florida's Educational Accountability Act, which requires each school district to establish a comprehensive program for pupil progression, and to fulfill the requirements of school board policy. The first section details general procedures for promotion, grades K-12. In the second section, the following aspects of enrollment and promotion within elementary school (K-6) are detailed: procedures for enrollment; procedures for promotion; promotion in exceptional student education; and the required program of study. The last section addresses enrollment and promotion in secondary school in terms of: (1) enrollment and promotion within the junior high school; (2) State requirements for promotion at the junior high level; (3) the junior high program of study; (4) promotion within the senior high school; (5) State requirements for promotion and graduation at the senior high level; (6) additional State requirements for a special diploma; (7) additional provisions for meeting graduation requirements; (8) required courses of study; and (9) graduation certificates and diplomas from senior high school. Twenty-one appendices, which comprise half of the document, present relevant school board policy statements and administrative procedures. (RDN)

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PUPIL PROGRESSION PLAN

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REQUIREMENTS AND PROCEDURES *1982-83*

UD024170

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1982

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INTRODUCTION

It is expected that, with appropriate motivation, the vast majority of Duval County Public School pupils can make satisfactory progress through the grades. It is further expected that most will be able each year to achieve a level of academic proficiency and social and emotional development that will enable them to benefit from instruction at the next grade level. However, for a variety of reasons, some pupils may require more than the usual amount of time to develop their educational potential. Therefore, this Pupil Progression Plan for the Duval County Public Schools, 1982-83, which implements board policy and establisnes procedures to be followed, has been developed to provide each pupil with the maximum opportunity to succeed in school.

It is intended that grade placement be made to serve the best interest of each pupil. Promotion, retention, or special assignment procedures contained in this Pupil Progression Plan are designed for that purpose.

The Pupil Progression Plan is designed to assist district staff in reaching the goal of placing each student in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

An additional purpose of this plan is to present to school personnel, parents, pupils, and other interested citizens, board policy and the administrative procedures required to implement state legislative and local board pupil progression requirements.

FOREWORD

In June, 1976, the Florida State Legislature enacted the Educational Accountability Act of 1976. It requires that each school district in the State of Florida establish a comprehensive program for pupil progression.

The Florida Statutes, Chapter 232.245, state that:

1. By July 1, 1977, each district school board shall establish a comprehensive program for pupil progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the minimum performance standards approved by the state board.

2. The district program for pupil progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Particular emphasis, however, shall be placed upon the pupil's mastery of the basic skills, especially reading, before he is promoted from the 3rd, 5th, 8th, and 11th grades. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.

The Florida Statutes, Chapter 232.246, state that:

1. Beginning with the 1978-79 school year, each district school board shall establish standards for graduation from its schools which include as a minimum:

   a. Mastery of the minimum performance standards in reading, writing, and mathematics for the 11th grade, established pursuant to ss. 229.565 and 229.57, determined in the manner prescribed by rules of the state board;

   b. Demonstrated ability to successfully apply basic skills to everyday life situations as measured by a functional literacy examination developed and administered pursuant to rules of the state board; and

   c. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board pursuant to s. 232.245.

2. The standards required in subsection (1) and any subsequent modifications thereto, shall be printed in the Florida Administrative Code even though said standards are not defined as rules.

3. The state board shall make provision in its rules required herein for appropriate modification of testing instruments and procedures for students with identified handicaps or disabilities in order to ensure that the results of the testing represent the student's achievement, rather than reflecting the student's impaired sensory, manual, speaking, or psychological process skills, except where such skills are the factors the test purports to measure.

4. A student who meets all requirements prescribed in subsection 1 shall be awarded a standard diploma in a form prescribed by the state board; provided that a school board may, in lieu of the standard diploma, award differentiated diplomas to those exceeding the prescribed minimums. A student who completes the minimum number of credits and other requirements prescribed by paragraph 1.a or paragraph 1.b shall be awarded a certificate of completion in a form prescribed by the state board. However, any student who is otherwise entitled to a certificate of completion may, in the alternative, elect to remain in the secondary school on either a full-time or a part-time basis for up to 1 additional year and receive special instruction designed to remedy his identified deficiencies. This special instruction shall be funded from the district's state compensatory education funds.

The public hearing and consideration required in paragraphs (a) and (b) of subsection (2) and in subcection (3) shall not be construed to amend or nullify the requirements of security relating to the contents of examinations or assessment instruments and related materials or data as prescribed in s. 232.248.

The Pupil Progression Plan has been developed in response to the state's accountability legislation and to fulfill the requirements of School Board Policy. (See Appendix A)

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I. GENERAL PROCEDURES FOR PROMOTION, GRADES K-12

A. Pupil promotion in the Duval County Public Schools is based upon an evaluation of each pupil's achievement in terms of appropriate instructional goals.

Minimum district-wide standards for promotion are established in this Pupil Progression Plan. Pupils meeting the minimum standards are eligible for promotion and/or credit; unless the pupil fails to meet other promotional criteria established in this plan, School Board Policy, and/or State Board of Education regulations. The average pupil should perform well above these minimum standards.

B. Pupils who do not satisfactorily achieve established objectives for the grade to which they are assigned will be assigned to the same grade for the next school year, or given an assignment to a special program, e.g., alternative education program or exceptional education program within the regular school or summer program. These pupils shall be provided instruction designed to continue their progress toward mastery of the standards in their assigned instructional program. In the event that placement in Exceptional Student Education is refused by the parent or guardian, the student will follow standard requirements for promotion. This school district is committed to a diagnostic/prescriptive program in the basic skills with a well defined hierarchy of instructional objectives; therefore, pupil retention is to be used as one procedure to provide pupils with additional time to master skills required for success in the next higher grade.

C. Parents shall be notified in writing at any time during a grading period when it is apparent that their child may fail or is doing unsatisfactory work in any course or grade assignment. The parents of such a child shall be offered an opportunity for a conference with the teacher or principal. Parents shall be able to assume that pupils earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade level or for the course(s) in which they are enrolled.

Parents shall be able to assume that pupils earning satisfactory grades in the exceptional educational program are achieving within their ability range.

D. Any pupil who has been retained may be assigned during the next school year to the next higher grade if the principal determines that the established standards have been met subsequent to the original evaluation, and that the pupil will be able to benefit from instruction at the higher grade. This assignment shall be approved by the appropriate Area Assistant Superintendent.

E. Any pupil who meets only minimum standards, but who has been appropriately evaluated and identified as needing remedial instruction, may be assigned to the same grade level upon the recommendation of the teacher and with the written consent of the pupil's parent.

F. Exceptional student education programs and services shall be made available and conducted under the provisions of the approved *District Procedures for Exceptional Student Education.* The procedures and criteria for the screening, evaluation, placement, and dismissal of exceptional students are prescribed in the District Procedures document.

G. School personnel should make every effort to gain the understanding and cooperation of parents regarding a pupil's grade placement. The final decision as to grade placement, however, is the responsibility of the principal unless otherwise specified in this policy.

H. The assignment of a pupil to a higher grade level which results in the pupil skipping a grade, or part of a grade, should be made on the basis of exceptionally high achievement by the pupil and evidence that the pupil will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects of the decision should be considered. The principal has the responsibility for making such assignments. A pupil will not be accelerated without written parental consent. The parent will be notified formally, in writing, that the pupil is receiving an accelerated grade placement to the next higher grade. A parent conference shall be held. A copy of this notification shall be placed in the cumulative guidance record and a copy maintained at the school originating the request.

The pupil's cumulative record and report card will be worded "accelerated grade placement" and contain the major reason(s) for the assignment and the name of the principal who made the placement.

I. All pupils who are having difficulty meeting promotional requirements should be evaluated by the professional staff to determine if they require assignment to the exceptional education program or alternative education program. Pupils who are to be retained shall receive counseling services from appropriate staff and may be recommended for evaluation by appropriate personnel if the principal, teacher, and/or counselor feel such a referral would benefit the pupils.

Any pupil in elementary or junior high who has been retained may be considered for eligibility for an alternative education program placement or another appropriate program. (For additional information see district procedures.)

J. Grade placements or credits transferred from other states or accredited school systems shall be evaluated in terms of the requirements of the state or accredited school system where such credit was earned.

All Duval County Public School requirements, prior to the date of entry, shall be waived with the exception of the district and state testing requirements for graduation or other applicable state graduation requirements.

A pupil enrolling in the Duval County Public Schools shall meet all local district requirements that can be appropriately met during the time period that the pupil is in attendance in the Duval County Public Schools.

Course credit or grades for a pupil who enrolls after the 23rd day of the last grading period of a semester may be determined by the school district from which the pupil is transferring. In the event the transferring school district will not issue a grade or credit for such a pupil, the receiving school principal may utilize appropriate achievement of subject-level tests data to determine course credit and/or grades for promotional purposes.

If a student is enrolled for a period of one day more than half of the number of days required for the appropriate course, (e.g., 46 days per semester course, and 91 days per year-long course), then he/she shall pass the MLST to be eligible to receive course credit.

The grade placement of students transferring into the Duval County Public Schools shall be contingent upon verification of appropriate records.

Students transferring into the Duval County Public Schools from nonaccredited schools shall be required to validate their current course or grade placement through satisfactory completion of academic work in the Duval County Public Schools within a 45 day grading period and by successfully completing appropriate subject or grade level examinations. For special procedures for students entering first grade, see Appendix L.

K. The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion when such waiver is determined by the Board, after a review of the specific circumstances in question, to have the effect of furthering the Pupil Progression Plan and it is further determined by the Board to be based on "the successful completion of" an alternative at least equal to the standards or requirements as specified in the Plan.

L. Pupils who are eligible for and are placed in a Bilingual Education Program or English for Speakers of Other Languages Program, either resource or self-contained, shall meet all required Florida State Assessment Test standards prior to graduation and shall pass the appropriate Essential Skills Test and Minimum Level Skills Test for language arts for promotion or course credit at each grade level. Such Bilingual Education or English for Speakers of Other Languages Program students shall be exempted from the other components of the Pupil Progression Plan's testing criteria for promotion or course credit until the state and/or local standardized or specialized tools are developed. The judgment of the appropriate bilingual or ESOL teacher shall be used as a major criterion to qualify a bilingual or ESOL pupil for promotion or course credit.

Passing the Florida State Assessment Test itself is not required of students who have been in this country less than two years. Third graders who are "non-English speaking students" may be permitted to demonstrate mastery of SSAT skills in their native language.

Limited English proficient children enrolled in a bilingual or ESOL program shall be required to pass all appropppriate EST's/MLST's or the SAT to exit the bilingual program. Students who are eligible for placement in a bilingual or ESOL program, but whose parents choose to waive their child's assignment to such a program, shall fulfill all standards for promotion, course credit, and graduation in the regular program.

M. Exceptional education students following a regular curriculum who select a regular diploma and who have taken required courses with an ESE teacher in the ninth grade may apply those courses for credit toward a regular diploma.

II. ENROLLMENT AND PROMOTION WITHIN THE ELEMENTARY SCHOOL

A. Procedures for Enrollment in the Elementary Grades Kindergarten through Sixth

1. Children who will have attained the age of 5 years on or before the date prescribed in this section during the school year shall be eligible for admission to public kindergartens during that school year under the rules prescribed by the school board. For the school year 1982-83, the child must have attained the age of 5 on or before October 1, 1982. For the school year 1983-84 and thereafter, the child must have attained the age of 5 on or before September 1 of the school year.

Any child who will attain the age of 5 years subsequent to the date prescribed in this section but prior to January 1 of the school year shall be admitted to kindergarten at the beginning of that school year or at any time during the first month of the school year, provided the child has demonstrated readiness to enter kindergarten in accordance with criteria as established by the Department of Education. Florida State Statutes 232.04 (See Appendix K)

2. Any child who has completed kindergarten (See Appendix L) or has demonstrated a readiness to enter the first grade in accordance with the rules adopted by the state board and will attain the age of 6 years on or before January 1 shall be admitted to the first grade at any time during the school year. Any child who is 6 years old by February 1 of any school year shall be in school. Florida State Statutes 232.01 (a) (e)

3. No child shall be admitted to the first grade in any school until he has satisfactorily completed kindergarten (See Appendix L) in a public school or a nonpublic school from which the district school board accepts transfer of academic credit or he otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades. Florida State Statutes 232.01 (b) 1.

B. Procedures for Promotion in the Elementary Grades

1. KINDERGARTEN PROMOTIONAL REQUIREMENTS: Kindergarten students shall demonstrate mastery, as determined by the appropriate classroom teacher, of the basic skills designated for that grade level, as indicated in the Duval County Public Schools' Instructional Management System, in order to be promoted to the first grade (See Appendix U).

2. GRADES 1-6 PROMOTIONAL CRITERIA: Promotion of students in the regular elementary program for grades 1-6 shall be based on the following criteria:

   a. Teacher judgment, based on adequate documentation, that the pupil has demonstrated mastery of the basic skills designated for that grade level as indicated in the Duval County Public Schools' Instructional Management System (See Appendix U); and

   b. A minimum score on each of the total math and total reading subtests of the Stanford Achievement Test at or above the 16th percentile; and/or

   c. A minimum score of 75% accuracy on each of the math and the reading Essential Skills test.

3. GRADES 1-6 PROMOTIONAL REQUIREMENTS: In order to be promoted a student shall meet criterion a, the teacher judgment criterion, and pass at least one of the testing criteria above (criterion b or c). If a student is to be retained, a parent conference shall be scheduled to explain the need for additional remedial instruction during the summer session.

4. ADDITIONAL PROMOTIONAL REQUIREMENTS FOR THIRD GRADE: Students being promoted from the third grade shall also meet minimum performance standards as established by the Florida State Assessment Program. (See Appendix N.)

5. ADDITIONAL PROMOTIONAL REQUIREMENTS FOR GRADES (4-6): In addition to achieving the basic skills, pupils in the intermediate grades shall earn passing grades in two out of the three other major academic subject areas--language, social studies, and science/health--as a condition for promotion.

6. SUMMER SCHOOL PROMOTIONAL REQUIREMENTS: All elementary pupils attending summer school shall be evaluated at the end of the summer session. Any pupil who has passed the Essential Skills or the Stanford Achievement Tests and has demonstrated mastery of the basic skills designated for that grade level as determined by the summer school teacher shall be promoted to the next higher grade level for the next school year. Any student not meeting promotional requirements at the end of the summer school session shall be referred to the home school for further evaluation as to program placement, e.g., alternative education. Summer school pupils failing to meet the promotional criteria shall not be promoted.

7. PROCEDURES FOR PUPILS NOT MEETING PROMOTIONAL REQUIREMENTS: Principals shall establish procedures whereby teachers will notify parents when it is apparent that a pupil is not able to achieve the minimum or essential skills expected at that grade level and, in cooperation with the parents, attempt to provide special help for the pupil. Pupils who still cannot make satisfactory progress in the basic skills shall be assigned to a special program or be retained in the appropriate grade to continue in the diagnostic/prescriptive program in reading, writing, and mathematics. This program shall have a well-defined hierarchy of instructional objectives in the basic skills areas. The program shall also include instructional objectives in other subject areas and career education.

8. ADDITIONAL PROCEDURES FOR PUPILS NOT MEETING PROMOTIONAL REQUIREMENTS: It is the responsibility of all elementary grade teachers to identify pupils who apparently are not able to make satisfactory progress toward grade level objectives, particularly in the basic skills, or who are immature physically, socially, and/or emotionally. To the extent that resources are available, each school may create special alternative education elementary classes with a reduced adult-pupil ratio to emphasize basic skills instruction for those students who have not met promotional standards in the elementary grades. Enrollment of pupils in such a program shall be only with written parental permission.

9. PROCEDURES FOR PUPILS WHO HAVE BEEN RETAINED: Pupils who have been retained may be considered for eligibility for an alternative education program placement or another appropriate program. (For additional information see district procedures.)

C. Promotion in Exceptional Student Education

PROMOTION WITHIN THE ELEMENTARY GRADES FOR STUDENTS WHO FOLLOW THE REGULAR CURRICULUM--SPECIFIC LEARNING DISABLED, EMOTIONALLY HANDICAPPED, VISUALLY IMPAIRED, PHYSICALLY IMPAIRED, AND HEARING IMPAIRED STUDENTS (RESOURCE AND SELF-CONTAINED):

1. Exceptional education students in elementary grades are expected to meet the regular program promotional requirements unless exemptions are indicated on their Individual Educational Program (IEP). Exemptions shall be based on deficits preventing grade level attainment and are identified by psychological/educational data. The IEP shall specify any test exemptions based on process deficits (e.g. auditory, visual, or motor deficits as defined in the *District Procedures for Exceptional Education*) and behavioral indicators. It shall also specify test modifications and the expected level of competency.

2. Exceptional education students in elementary grades shall take the appropriate district and state tests. Results of these tests may be used in determining mastery of IEP objectives. and passage of such tests shall be required unless exempted on the IEP.

3. Each elementary principal will confer with the appropriate exceptional education teacher and the regular education teacher (for resource students or mainstreamed self-contained students) to determine promotional status. Promotion decisions will include consideration of the following:

   a. the student's present level of functioning,

   b. the extent to which the student has mastered the regular curriculum objectives; and

   c. the extent to which the student has achieved the annual goals and short term objectives included in the student's Individual Educational Program (IEP).

4. Resource students being promoted from the third grade shall meet the minimum performance standards established by the Florida State Assessment Program. Self-contained students may be exempt from this requirement. (See Appendix N.)

PROMOTION WITHIN THE ELEMENTARY GRADES FOR STUDENTS WHO FOLLOW A SPECIAL CURRICULUM--EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, PROFOUNDLY HANDICAPPED, PHYSICALLY IMPAIRED, EMOTIONALLY HANDICAPPED, AND HEARING IMPAIRED:

5. Promotion will be based on the extent to which the student has mastered special curriculum objectives as stated on the student's Individual Educational Program (IEP). Each elementary principal will confer with the appropriate exceptional education teacher to determine promotional status.

PROMOTION WITHIN THE ELEMENTARY GRADES FOR STUDENTS WHO ARE ENROLLED ONLY IN PART-TIME EXCEPTIONAL STUDENT EDUCATION PROGRAMS FOR THE GIFTED, SPEECH/LANGUAGE, OR HOSPITALIZED/HOMEBOUND:

6. Part-time exceptional students enrolled only in a Gifted, Speech/Language, or Hospitalized/Homebound program shall meet regular requirements for promotion.

D. Required Program of Study - Elementary Schools (Kindergarten - Sixth Grade)

1. The required program of study for elementary school grades in the Duval County Public Schools reflects state and local requirements for elementary education. The areas of study required for each grade, kindergarten through six, are shown in Table 1 below.

TABLE 1

Elementary Program of Study

Subjects		
	Academic Courses	Other Required Courses
REQUIRED:	Language Arts: *Language Spelling Handwriting	Art Music Physical Education
	Mathematics	
	Reading	
	*Science/Health	
	*Social Studies (American History, Grade Five)	
OPTIONAL:	Career Awareness	Foreign Language

*Other major academic subject areas

In addition, state law requires that consumer education be taught in the elementary school. School board requirements, supported by the State's Comprehensive Health Education Act of 1973, require that health education be included in the elementary program with emphasis on substance abuse education at all grade levels.

A board-approved exceptional child program is also required as specified by state statutes and State Department of Education regulations.

The Division of Instruction will identify and/or develop instructional materials and staff development activities to facilitate implementation of the required programs in the various instructional areas. Upon the recommendation of the Area Assistant Superintendent, the Assistant Superintendent for the Division of Instruction may approve a school's plan to use alternative approaches in meeting program requirements.

III. ENROLLMENT AND PROMOTION IN THE SECONDARY SCHOOL

A. Enrollment and Promotion Within the Junior High School--Grades Seven and Eight.

1. Grade Seven to Grade Eight

   a. In order for a student to be promoted to the eighth grade, a student shall meet all of the following promotion criteria:

      (1) earn five credits* at the seventh grade level.

      (2) earn one credit in language arts and one credit in mathematics at the seventh grade level.

      (3) pass either an applicable health and science, or a social studies course at the 7th grade level.

   b. Provisional promotion is granted only to seventh-grade students who have attended summer school and need no more than one (1) required credit to complete the seventh grade. (See Appendix O for procedures.)

2. Grade Eight to Grade Nine

   a. In order for a student to be promoted to the ninth grade, a student shall meet all of the following promotion criteria:

      (1) earn five credits at the eighth grade level.

      (2) earn one credit in language arts and one credit in mathematics at the eighth grade level.

*Throughout this document, a credit shall be defined as either one full-year course or two one-semester courses.

(3) earn a total of three credits in the areas of science/health and social studies at the seventh and eighth grade levels.

(4) earn two credits in physical education at the seventh and eighth grade levels.

TABLE 2a

(Applicable for 1982-83 Ninth Grade Students)

Promotional Requirements from Junior High to Senior High School

Subject	Required Credit
Language Arts	3
Mathematics	3
Physical Education	2
Science and Social Studies	3*
Electives	4
Total	15

* in any combination

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TABLE 2b

(Applicable for 1982-83 Seventh and Eighth Grade Students)

Promotional Requirements from Junior High to Senior High

Subject	Required Credit
Language Arts	2
Mathematics	2
Physical Education	2
Health, Science, Social Studies	3*
Electives	1
Total	10

*A student shall earn three credits in any combination from these three subject areas.

4. At each junior high school grade level, two instructional program levels shall be established in language arts, mathematics, and other designated academic subject areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward promotion. A student shall be counseled to enroll in the appropriate level by the school principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.

5. Language arts and mathematics courses designated as remedial will be granted elective credit, but will not satisfy the language arts and mathematics standard promotional requirements. Remedial courses will be offered to students who are identified as needing remediation after a careful analysis of all available data; e.g., standardized test results, state assessment results, progress tests, daily assignments, teacher observation, and other objective information.

   At no time shall a student be counseled to enroll in remedial courses solely on the basis of a single test score or assigned to a remedial class without written parental consent.

The purpose of remedial courses is to provide needed instructional assistance that will enable the student to achieve adequately at the standard level. Students may be enrolled in a remedial mathematics and/or language arts course concurrently with standard courses in these subject areas.

6. In order to earn course credit and unless stated otherwise in this policy, each student shall pass the Minimum Level Skills Test (MLST) for each required academic course and demonstrate mastery of the specific objectives for all required academic courses in which the student is enrolled, as determined by the classroom teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement levels are being met.

   Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning appropriate course credit.

   Students who have satisfied all course requirements with the exception of passing the applicable Minimum Level Skills Test may retake the Minimum Level Skills Test for that course one additional time only at the next subsequent administration of that test, without re-enrolling in the course. This subsequent administration of the test must occur within one year following the student's first test administration(s).

7. Promotion in Exceptional Student Education

   a. PROMOTION WITHIN THE JUNIOR HIGH GRADES FOR STUDENTS WHO FOLLOW THE REGULAR CURRICULUM--SPECIFIC LEARNING DISABLED, EMOTIONALLY HANDICAPPED, VISUALLY IMPAIRED, PHYSICALLY IMPAIRED, AND HEARING IMPAIRED (RESOURCE AND SELF-CONTAINED): Exceptional education students in secondary grades are expected to meet the regular program promotional requirements unless exemptions are indicated on their Individual Educational Program (IEP). Exemptions shall be based on deficits preventing grade level attainment and are identified by psychological/educational data. The IEP shall specify any test exemptions based on process deficits (e.g. auditory, visual, or motor deficits as defined in the *District Procedures for Exceptional Education*) and behavioral indicators. It shall also specify test modifications and the expected level of competency.

Each exceptional education student in the programs for Specific Learning Disabled, Emotionally Handicapped, Visually Impaired, Physically Impaired, Hospitalized/ Homebound and Hearing Impaired following regular curriculum shall earn the same number and type of credits which students pursuing a standard instructional level must earn.

To determine promotional status, each secondary principal will confer with the appropriate exceptional and regular education teachers. Such determination shall be made cooperatively among the regular and exceptional education teachers. Promotional decisions shall include consideration of the following:

(1) the student's present level of functioning;

(2) the extent to which the student has mastered the standard or vocational course objectives;

(3) the extent to which the student has achieved the annual goals and short-term objectives included in the student's Individual Educational Program (IEP); and

(4) results of required tests unless exempted on the IEP.

b. PROMOTION WITHIN THE JUNIOR HIGH GRADES FOR STUDENTS WHO ARE ENROLLED ONLY IN PART-TIME EXCEPTIONAL STUDENT EDUCATION PROGRAMS FOR THE GIFTED, SPEECH/LANGUAGE, OR HOSPITALIZED/ HOMEBOUND:

Part-time exceptional students enrolled only in a Gifted, Speech/Language, or Hospitalized/Homebound program shall meet the standard requirements for promotion.

c. PROMOTION WITHIN THE JUNIOR HIGH GRADES FOR STUDENTS WHO FOLLOW A SPECIAL CURRICULUM

Exceptional Students following Special Curriculum shall earn special credits as displayed in Tables 6-8 on Pages 17-21.

To determine promotional status each secondary principal will confer with the appropriate exceptional education teachers. Such determination shall be made cooperatively among the exceptional education teachers. Promotional decisions shall include consideration of the following:

(1) the student's present level of functioning;

(2) the extent to which the student has mastered the special or vocational course objectives; and

(3) the extent to which the student has achieved the annual goals and short-term objectives included in the student's Individual Educational Program (IEP).

8. A student who fails to meet promotional requirements is eligible to earn course credit in summer school towards promotion to the next grade level. Such a student who fails to attend summer school and/or who fails to remedy his/her deficiencies in meeting promotional requirements before the next school year begins shall be retained for the next school year.

   Students who have been retained at the seventh and eighth grade, but who could earn credit toward meeting promotional requirements in summer school, shall be counseled into a summer program and reevaluated at the end of the summer. Summer school students who satisfy all course requirements and pass the Minimum Level Skills Test, when required, shall be promoted.

9. To the extent that resources are available, each junior high school center may create alternative education (competency development) classes with reduced adult-student ratio to offer intensive basic skills instruction and career education for those students who cannot meet promotional standards within the junior high school standard program. Placement of students in such a program shall be only with written parental permission.

   A student may be assigned to a junior high alternative education (competency development) class for a portion of the school day. For the remainder of the day, the student should be scheduled into courses according to interest and the ability to benefit from instruction. Other course requirements may be waived for this student by the junior high principal. Students will earn alternative education (competency development program) credit. No standard credit will be awarded to students during the time they participate in this program.

10. Students shall also meet all other course requirements approved by the school board or mandated by the state.

11. Whenever possible, a student should not be required to repeat a course that he/she has passed. A student in the seventh grade who has earned five credits but has failed to earn one of the required course credits at the seventh grade level shall be promoted and classified as a provisional eighth grader. Provisionally promoted students shall be required to attend summer school in order to remove their provisional status before the opening of the next school year. Cumulative records of provisionally promoted students shall be held in the home school until summer school has ended. The records shall then be completed and sent to the receiving school. All students provisionally promoted shall have written parental consent. (See Appendix O).

12. A student promoted as a provisional 8th grader may elect to take 2 courses in the subject areas of science and social studies in which he/she is deficient with the approval of the receiving principal.

13. Students retained in grade may accrue credits toward promotion from one year to the next.

14. Each student in grades 7-8 shall be scheduled for a minimum of six credits per year except for unusual circumstances approved by the principal.

B. State Requirements for Promotion at the Junior High Level

Students being promoted from grade eight to grade nine shall also meet all requirements for promotion established by the Florida State Board of Education.

C. Junior High Program of Study

1. The junior high program of study by grade level is shown in Tables 3-5 on pages 15-16. These are the courses in which all students should be enrolled.

TABLE 3

7th Grade Program of Study

Subject	Available Credit
Language Arts	1
Mathematics	1
Life Science	1/2
Geography	1
Physical Education	1
Health	1/2
Elective	1
Total	6

TABLE 4

8th Grade Program of Study

Subject	Available Credit
Language Arts	1
Mathematics	1
American History	1
Physical Science	1
Physical Education	1
Electives	1
Total	6

2. Junior High Curriculum

The junior high school curriculum is comprised of courses selected through procedures adopted by the school from the following subjects or subject areas:

Agribusiness/Agriculture
Art
Business and Distributive Education
Exceptional Child Education

Foreign Language
Health
Home Economics
Human Growth and Development
Industrial Arts
Language Arts
Mathematics
Music
Physical Education
Science
School Services
Social Studies
Work Experience

Consumer education and substance abuse education are required by the Florida Statutes, but may be offered as units of instruction within various authorized programs.

3. The junior high program of study for exceptional students following special curriculum including Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Handicapped, and Hearing Impaired is shown in Tables 6-8 on pages 17-21.

TABLE 6a

Exceptional Student Program of Study for
Hearing Impaired Students with Special Curriculum
Promotional Requirements from Junior High to Senior High

Subject	Required Credit
Hearing Impaired Language Arts	2
Hearing Impaired Mathematics	2
Physical Education	2
Hearing Impaired Health, Science, Social Studies	3
Vocational Education or Elective	1
	10

TABLE 6b

Hearing Impaired
Special Curriculum
7th Grade Program of Study

Subject	Credit
Hearing Impaired Language Arts	1
Hearing Impaired Mathematics	1
Physical Education	1
Hearing Impaired Science	1/2
Hearing Impaired Health	1/2
Hearing Impaired Geography	1
Vocational Education or Elective	1
	6

TABLE 6c
Hearing Impaired
Special Curriculum
8th Grade Program of Study

Subject	Credit
Hearing Impaired Language Arts	1
Hearing Impaired Mathematics	1
Physical Education	1
Hearing Impaired American History in Action	1
Hearing Impaired Science	1
Vocational Education or Elective	1
	6

TABLE 7a

Exceptional Student Program of Study for
Educable Mentally Handicapped, Emotionally Handicapped, and
Physically Impaired
Promotional Requirements from Junior High to Senior High

Subject	Required Credit
Occupational Language Arts	2
Occupational Mathematics	2
Science and Health	1**
Physical Education	2
Occupational Social Studies	1
Vocational Training or Elective	2*
	10

* Selected students may participate in consumer education and/or work experience in lieu of vocational training.

** One semester each should be provided.

TABLE 7b

Educable Mentally Handicapped, Emotionally Handicapped, and Physically Impaired

7th Grade Program of Study

Subject	Credit
Occupational Language Arts	1
Occupational Mathematics	1
Occupational Science	1/2
Health	1/2
Occupational Social Studies	1
Physical Education	1
Vocational Education or Elective	1
	6

TABLE 7c

Educable Mentally Handicapped, Emotionally Handicapped, and Physically Impaired

8th Grade Program of Study

Subject	Credit
Occupational Language Arts	1
Occupational Mathematics	1
Occupational Social Studies	1
Elective	1
Physical Education	1
Vocational Education	1
	6

Table 8

Exceptional Student Program of Study for
Trainable Mentally Handicapped
Promotion Requirements from Junior High to Senior High

Subject	Required Credit
Functional Academics	5*
Physical Education	2
Vocational Training	3**
	10

* Courses in language arts, science, mathematics and social studies which will ensure the student's ability to handle basic monetary values, measurement, safety and public signs, personal information, and telling time when he/she is ready for a work situation. Art, music, and health education are also provided.

** Vocational TMR (Industrial Arts) Woodworking Training, Vocational TMR (Home Economics), Vocational TMR (Industrial Arts) Ceramic Occupations Training, American Industries Training, Vocational TMR (Home Economics) Food Service, and Vocational TMR (Agriculture).

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D. Promotion Within the Senior High School--
Grades Nine, Ten, Eleven, and Twelve

1. In order to be promoted from the ninth grade to the tenth grade within the senior high school, a student shall earn a minimum of five credits as specified in the required courses of study for the senior high school. Students who have earned five or more credits before the start of their sophomore year shall be classified as sophomores. Students who have earned eleven or more credits before the start of their junior year may be classified as juniors. Students who have earned sixteen or more credits before the start of their senior year may be classified as seniors. Provisional promotion from the ninth grade to the tenth grade is granted only to ninth grade students who have attended summer school and need no more than one (1) required credit to complete the ninth grade. (See Appendix O for procedures.)

2. The two approved regular programs of study for students in Duval County are the Academic Program of Study and the Vocational Program of Study. A sufficient number of credits shall be earned in one of these programs prior to graduation. Exceptional education students pursuing a standard diploma in either of these programs of study shall meet the same criteria for graduation. Exceptional education students following a regular curriculum who select a regular diploma and who have taken required courses with an ESE teacher in the ninth grade may apply those courses toward a regular diploma. (See Tables 9-11 on pages 31-33.)

3. At each senior high school grade level two instructional program levels shall be established for the subject areas of language arts, mathematics, and other designated academic areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward graduation. Students shall be counseled to enroll in the appropriate level by the school principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.

4. Language arts and mathematics courses designated as remedial will be granted elective credit toward graduation, but will not satisfy the language arts and mathematics standard promotional or graduation requirements. Remedial courses will be offered to students who are identified as needing remediation after a careful analysis of all available data; e.g., standardized test results, state assessment results, progress tests, daily assignments, teacher observation, and other objective information.

   At no time shall a student be counseled to enroll in remedial courses on the basis of a single test score or assigned to a remedial class without parental consent.

   The purpose of the remedial courses is to provide needed instructional assistance that will enable the student to achieve adequately at the standard level. Students may be enrolled in a remedial mathematics and/or language arts course concurrently with standard courses in these subject areas.

5. If an exceptional education student wishes to pursue a standard diploma that student shall schedule exceptional student classes as electives and otherwise pursue standard credits (as defined for students seeking a standard diploma). A student shall not receive standard academic credit for periods spent in an exceptional student resource or self-contained class, but may receive credit for electives toward graduation requirements.

   Hearing impaired students attending regular classes will be provided with interpreters, as needed. Visually impaired students will be provided with large print or braille materials as necessary.

6. In order to earn standard course credit for a standard diploma and unless otherwise stated in this policy, each student, including those designated as exceptional, shall pass the Minimum Level Skills Test specified for each required academic course and demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.

   Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit.

7. EXCEPTIONAL EDUCATION STUDENTS FOLLOWING REGULAR CURRICULUM
   Exceptional education students following regular curriculum and pursuing a standard diploma shall earn the same number and type of credits which students pursuing a standard instructional level must earn. Exceptional education students following a regular curriculum who select a regular diploma and who have taken required courses with an ESE teacher in the ninth grade may apply those courses for credit toward a regular diploma.

   Exceptional education students following regular curriculum and pursuing a special diploma shall earn the same number and type of credits which students pursuing a standard instructional level shall earn. However, instructional time in the exceptional education classes may count as special academic credit toward a special diploma. The expected level of mastery shall be indicated on the student's IEP.

8. EXCEPTIONAL EDUCATION STUDENTS FOLLOWING SPECIAL CURRICULUM
   Exceptional education students following special curriculum shall earn special credits as displayed in Tables 13-15 on pages 35-37 to receive a special diploma.

9. Exceptional education students shall take appropriate district and state tests. These tests may be used as part of teacher judgment in determining if the student has mastered the objectives on his/her I.E.P., but passage of such tests shall not be required for special credits to receive a special diploma.

10. Educable Mentally Handicapped, any Physically Impaired and Emotionally Handicapped students who are following the Exceptional Minimum Student Performance Standards for the Handicapped, and Hearing Impaired students who follow Exceptional Minimum Student Performance Standards shall take the appropriate exceptional state tests. Mastery of standards shall be required to receive a special diploma.

11. Students who fail to meet promotional requirements are eligible to earn credit in summer school towards promotion to the next grade level.

    Students who have been retained at the ninth, tenth, eleventh, or twelfth grades, but who could earn credit toward meeting promotional requirements in summer school, shall be counseled into a summer program and reevaluated at the end of the summer. Summer school students who satisfy all course requirements and pass the Minimum Level Skills Test, when required, shall be promoted and/or earn credit toward graduation.

    Students who have mastered the objectives of a course but failed the Minimum Level Skills Test shall take and pass the next administration of the test, or repeat the course including passing the test.

    The next administration of the test shall occur within the same school year following the student's first test administration(s). If the next test administration is during summer school, students who have failed the Minimum Level Skills Test shall retake the test at that time. Students enrolled in the course for the first time during summer school do not have an additional opportunity to take the test but shall re-enroll in the course.

12. Senior high school students may earn credit during summer school which may be applied toward high school graduation.

13. To the extent that resources are available, each senior high school center may create alternative education (competency development) classes with reduced adult-student ratio to offer intensive basic skills instruction and career training for those students who cannot meet promotional or graduation standards within the senior high school standard program. Placement of students in such a program shall be only with written parental permission.

Students may be assigned to such a senior high school alternative education (competency development) class for a portion of the school day. For the remainder of the day, the student shall be scheduled into courses according to interest and the ability to benefit from instruction. Other course requirements may be waived for these students by the senior high school principal. Students shall earn alternative education (competency development program) credit. No standard credit shall be awarded to students during the time they participate in this program. The program of study and requirements for graduation for senior high school students enrolled in the Competency Development Program are shown in Table 12 on page 34.

14. Senior high school students shall not earn credit toward graduation or for completion of a course for which they earned credit at the junior high school level.

15. A senior may take two required English courses in the twelfth grade to complete graduation requirements if the student has a waiver approved by his/her guidance counselor and principal, as evidenced by the counselor's and principal's signatures on the student's schedule card.

E. State Requirements for Promotion and Graduation at the Senior High Level

Students being promoted from grade twelve shall also meet all requirements for graduation established by the Florida State Board of Education and Florida Statute 232.246.

F. Additional State Requirements for the Special Diploma

1. Educable Mentally Handicapped

Mastery of the eleventh grade special minimum performance standards for educable mentally handicapped students as prescribed by Rules of the State Board of Education is required. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

2. Trainable Mentally Handicapped

Mastery of the eleventh grade special minimum performance standards for trainable mentally handicapped students as prescribed by Rules of the State Board of Education is required. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

3. Hearing Impaired

Mastery of the age 17 special minimum performance standards for hearing impaired students as prescribed by Rules of the State Board of Education is required. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

4. Specific Learning Disabled

Mastery of eleventh grade minimum performance standards for basic skills (Part I, State Student Assessment Test) as prescribed by Rules of the State Board of Education is required. The procedures for determining and certifying mastery of such standards shall be as prescribed by Rules of the Duval County School Board.

5. Emotionally Handicapped

Mastery of eleventh grade minimum performance standards for basic skills (Part I, State Student Assessment Test) as prescribed by Rules of the State Board of Education is required. The procedures for determining and certifying mastery of such standards shall be as prescribed by Rules of the Duval County School Board.

or

Mastery of the eleventh grade special minimum performance standards for the handicapped as prescribed by State Board of Education Rules is required. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

6. Physically Impaired

Mastery of eleventh grade minimum performance standards for basic skills (Part I, State Student Assessment Test) as prescribed by Rules of the State Board of Education is required. The procedures for determining and certifying mastery of such standards shall be as prescribed by Rules of the Duval County School Board.

or

Mastery of the eleventh grade special minimum performance standards for the handicapped as prescribed by State Board of Education Rules is required. The procedures for determining and certifying mastery of such standards shall be prescribed by Rules of the Duval County School Board.

Exceptional students, if mainstreamed for a portion of their school day, may receive standard credit, which will count toward special diplomas in their prescribed programs of study.

Nothing contained in this policy shall be construed to limit or restrict the right of an exceptional student solely to a special diploma for exceptional students. Parents of any such student shall, upon written request, be afforded the opportunity for their child to fully meet all requirements of Section 232.246, Florida Statutes, and thereby qualify for a standard diploma.

To assure that the intent of Section 232.246, Florida Statutes, is met, schools shall schedule a conference with the parents of students (eligible for a special diploma for exceptional students) prior to entry into the 10th grade. The purpose of the conference shall be to explain the options available to exceptional students and to determine if the parents desire their child to pursue a standard diploma. If the parents do indicate such a desire, a written request for this action shall be obtained from the parents.

A record of the school's request(s) to hold such a conference shall be maintained in the cumulative record of each eligible student. If a school is unable to hold a conference because of the refusal or inability of parents to attend, a copy of this policy shall be mailed to the parents along with a statement that the student will be following a program leading to a special diploma for exceptional students unless the parents indicate in writing that they desire their child to pursue a regular program.

G. Additional Provisions for Meeting Graduation Requirements

1. Each student in grades ten through twelve shall be scheduled for a minimum of five credits per year except under unusual circumstances approved by the principal. [FS. 228.041 (13)] Each student in grade nine shall be scheduled for six credits.

2. Transfer of Credits

   a. All evidence of work or credits earned at another school, community college, or university offered for acceptance shall be based on an official transcript.

   b. Work or credits from state or regionally accredited schools or institutions shall be accepted at face value, subject to validation if deemed necessary.

c. Work or credits from non-accredited public or private schools shall be evaluated by the principal or his/her designee. An appropriate achievement or subject level test may be utilized to determine credit and/or grade placement if deemed necessary.

d. Upon prior approval of the high school principal a student classified as a senior may have one Florida Junior College high school completion credit transferable to meet graduation requirements. (See Appendix P.)

e. In the event that a student enrolls in a Duval County Public School after the 23rd day of the last grading period of a course and no comparable course is available, credit for the course shall be determined by the transferring school and accepted by the receiving Duval County Public School.

f. Work or credits transferred from other school districts shall be evaluated in terms of the requirements of the accredited school district where such credit was earned. One year's high school work satisfactorily completed in another accredited school district shall count as the equivalent of meeting not less than five credits. This shall be interpreted so that the grade placement requirements for graduation are not retroactive for students transferring from another accredited school district, provided the student has met all requirements for a specific grade placement in the accredited school district from which the student is transferring. All Duval County Public School grade placement requirements prior to the date of entry shall be waived with the exception of the district or state testing requirements for graduation or other applicable state graduation requirements.

Students transferring into the Duval County Public Schools from non-accredited schools shall be required to validate their current course or grade placement through satisfactory completion of academic work in the Duval County Public Schools within a 45 day grading period and by successfully completing any appropriate subject or grade level examinations.

A student transferring into the Duval County Public Schools shall meet all local district requirements that can be appropriately met during the time period that the student is in attendance in the Duval County Public Schools.

Course credit or grades for students who enroll after the 23rd day of the last grading period of a semester may be determined by the school district from which the student is transferring. In the event that the transferring school district will not issue a grade or credit for such students, the receiving school principal may utilize appropriate achievement or subject-level test data to determine course credit and/or grades for promotional purposes. Twelfth grade students transferring into the Duval County Public Schools after the 23rd day of the last quarter of the school year may receive their diplomas from the school district from which they transferred.

3. No student shall be considered for grade point average class ranking unless he is in at least part-time attendance at high school. This shall include full-time Early Admission and full-time Job Entry students. Students enrolled in programs such as full-time Job Entry where no regular day school attendance is required are excluded from earning awards or honors based on high school grade point average ranking.

4. Early Admission and Advanced Studies Program

   a. The Early Admission Program provides high school seniors with an opportunity to earn college credits during their senior year in high school. A student who meets the conditions of an early admission and advanced studies program may be excused from school attendance all or part of his senior year in high school and, when state and county graduation requirements are met, be eligible for graduation. (See Appendix B for procedures.)

5. Graduation Under the Job Entry Program

   a. The Job Entry Program permits a student who has reached the age of 16, completed grade 11, and met all requirements for promotion to the 12th grade, to substitute 288 hours or supervised work experience for one credit. A student is allowed to earn up to a maximum of five credits in the Job Entry Program.

b. A student shall meet the conditions for participation in the Job Entry Program as prescribed by State Board of Education Administrative Rule 6A-1.95.

6. Credit by Examination Program

Secondary students may earn course credit through successful completion of the Credit by Examination program in approved subject areas. (See Appendix M.)

7. Limitation on Graduation Date

No individual except one assigned to the Early Admission Program or one who has successfully completed five advanced courses or earned course credit through credit by examination shall be permitted under this plan to qualify for high school graduation at an earlier date than that on which he or she would normally have been graduated through regular attendance in high school.

8. Americanism vs. Communism Instructional Requirement

Thirty hours of instruction in Americanism vs. Communism and study in economic education as established by law are required for graduation. The Americanism vs. Communism will be taught in connection with appropriate regular social studies courses. Students taking only 30 hours of AVC outside the public school system will receive no credit. Their permanent record card shall be marked "Met AVC requirement" with the date and evidence included in their cumulative folder. Students taking a course which meets the AVC requirement in an institution outside the public school system, and expecting to receive course credit toward graduation, shall meet requirements as outlined in Appendix P.

9. In order for a course credit to be transferable to the Duval County Public School System when a student is taking a course for credit and/or promotional purposes from outside of the Duval County Public School System while the student is enrolled in the Duval County Public School System, that credit shall be based upon appropriate class attendance, successful course completion as determined by the teacher, the passing of any applicable Duval County Public School System Minimum Level Skills Test (MLST), and shall adhere to a minimum requirement of 130 clock hours of instruction per unit of credit.

H. Required Courses of Study--Grades Nine Through Twelve

A minimum number of credits is required for graduation with no credit being granted for extracurricular activities, including athletics. The credits and subjects specified in Tables 9-11 on pages 31-33 are the minimum requirements for graduation for students in the standard program.

The program of study and requirements for graduation for senior high school students enrolled in the Competency Development Program are shown in Table 12 on page 34.

The program of study and requirements for exceptional students following special curriculum including Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Handicapped and Hearing Impaired to receive a special diploma are shown in Tables 13-15 on pages 35-37.

TABLE 9

Academic Program of Study
Senior High School

Subject	Credit Requirement
Language Arts	4
Social Studies[1]	3 [1]
Science[1]	3 [1] +1
Math[1,2]	3 [1,2]
P. E.[3]	1 [3]
Electives	8
Total Credits	23

[1] Of these 3 subjects, 4 from one subject, 3 from each of the others, are required.

[2] Students are encouraged to enroll in the mathematics courses during the ninth, tenth, and eleventh grades.

[3] One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education. One physical education credit shall be taken during grades 10-12.

*Exceptional education students following a regular curriculum who select a regular diploma and who have taken required courses with an ESE teacher in the ninth grade may apply those courses for credit toward a regular diploma.

TABLE 10

Vocational Program of Study
Comprehensive High School Vocational Students*

Subject	Credit Requirement
Language Arts [1]	4[1]
Social Studies	3
Science	2
Math [1,2]	3 [1,2]
P. E. [3]	1 [3]
Electives	2
Vocational courses in a planned program	8 or
Vocational courses plus electives and/or related vocational courses if the student enters this program in the 11th grade and can still complete the specific requirements of the program	5
Total Credits	23

[1]Students who are transported to a skills center for two years or more, are in a cooperative program, or have a specific program requirement for which they will be unable to complete this number of courses may reduce credit requirements by one credit for each of two years. Either a language arts or a math credit may be waived during one academic year for a total course reduction of one language arts credit and one math credit in the two year period. This reduction of course requirements shall be allowed only if the principal or his/her designee verifies in writing that the student's program will not allow the student to complete the course requirement.

[2]Students are encouraged to enroll in the mathematics courses during the ninth, tenth, and eleventh grades.

[3]One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education. One physical education credit shall be taken during grades 10-12.

*Exceptional education students following a regular curriculum who select a regular diploma and who have taken required courses with an ESE teacher in the ninth grade may apply those courses toward a regular diploma.

TABLE 11

Vocational Program of Study
Skills Center Vocational Students*

Subject	Credit Requirement
Language Arts[1]	4[1]
Social Studies	3
Science	2
Math[1,2]	3[1,2]
P. E.[3]	1[3]
Vocational courses in a planned program	6 or
Vocational courses plus electives if the student enters this program in the 11th grade and can still complete the specific requirements of the program	5
Electives	2
	21[4]

[1]Students who are transported to a skills center for two years or more, are in a cooperative program, or have a specific program requirement for which they will be unable to complete this number of courses may reduce credit requirements by one credit for each of two years. Either a language arts or a math credit may be waived during one academic year for a total course reduction of <u>one</u> language arts credit and <u>one</u> math credit in the two year period. This reduction of course requirements shall be allowed only if the principal or his/her designee verifies in writing that the student's program will not allow the student to complete the course requirement.

[2]Students are encouraged to enroll in the mathematics courses during the ninth, tenth, and eleventh grades.

[3]One credit in physical education, exclusive of health, first aid, and driver education is required. Activities such as drill team, cheerleading, baton twirling, and marching band shall not be substituted for the required credit in physical education. The physical education credit shall be taken during grades 10-12.

[4]The twenty-one (21) credit graduation requirement is applicable only to students who are enrolled at the Skills Centers in an approved Vocational program for two years or more.

*Exceptional education students following a regular curriculum who select a regular diploma and who have taken required courses with an ESE teacher in the ninth grade may apply those courses for credit toward a regular diploma.

TABLE 12

Competency Development Program of Study
Senior High School [1]

Year	Subject	Hours of Instruction
III	Communications/Math (related skills)	2
	Career Training	2
	Elective	1
	Elective (if needed)	1
IV	Communications/Math (related skills)	2
	Career Training	3[2]
	Elective (if needed)	1
V	Communications/Math (related skills)	2
	Career Training	3[2]
	or	
	Cooperative Educational Training (O.J.T. if qualified)	3[2]
	Elective (if needed)	1
VI	Any combination of the following: Career Training Cooperative Educational Training Full-time O.J.T.	3[2]

[1]A minimum of three years of successful participation at the senior high school level in this program is required to be eligible for a Competency Development Program Certificate of Competencies. The student shall meet the minimum competencies required for the career program in which he/she is enrolled to be eligible for the appropriate certificate of competencies. Students shall exit the program after four years.

[2]May be either two (2) or three (3) hour block (based on student needs)

TABLE 13

Exceptional Student Program of Study for
Hearing Impaired with Special Curriculum

Grades	Subject	Credits
9, 10, 11, 12	HI/Language Arts and Speech Therapy	3
	HI/Mathematics	3
	HI/Science	2
	HI/Social Studies	3
	HI/Consumer Education	2-4
	Physical Education	1
	Occupational Work Experience Training and/or Vocational Education	1-9
	Electives (if needed)	1-7
		23*

A student may work full-time the senior year if he/she has completed minimum graduation requirements by the end of the eleventh grade (i.e., 3 Language Arts, 1 Physical Education, 3 Social Studies, 2 Science, 3 Mathematics, and 3 Work Experience Training and/or Vocational Education).

A student who attends a skills center for 2 or more years will need 21 credits to graduate.

TABLE 14

Exceptional Student Program of Study for
Educable Mentally Handicapped, Emotionally Handicapped, and
Physically Impaired
Grades Nine, Ten, Eleven, and Twelve

Grades	Subject	Credits
9, 10, 11	Occupational Language Arts	3
	Occupational Mathematics	3
	Occupational Social Studies	2
	Occupational Science	2
	Occupational Work Experience Training and/or Vocational Education	2-7
	Physical Education	1
12	Occupational Consumer Education (if needed)	1-3
	Occupational Work Experience Training and/or Vocational Education	1-5
	Electives (if needed)	2
		23*

A student may work full-time the senior year if he/she has completed minimum graduation requirements by the end of the eleventh grade (i.e., 3 Language Arts, 1 Physical Education, 2 Social Studies, 2 Science, 3 Mathematics, and 3 Work Experience Training and/or Vocational Education). A student will need a total number of 23 credits to graduate.

A student who attends a skills center for 2 or more years will need 21 credits to graduate.

TABLE 15

Exceptional Education Program of Study for
Trainable Mentally Handicapped

Grades	Subject	Credits
9, 10, 11, 12	Functional Language Arts	3
	Functional Social Studies	3
	Functional Science	2
	Functional Mathematics	3
	Physical Education	1
	Special Needs Vocational Courses in a Planned Program or Occupational Work Experience	11
		23

A student may work full-time the senior year if he/she has completed minimum graduation requirements and 70% of the curriculum objectives by the end of the eleventh grade (i.e., 3 Language Arts, 1 Physical Education, 3 Social Studies, 2 Science, 3 Mathematics, and 3 Work Experience Training and/or Vocational Education).

A student will need a total number of 23 credits to graduate.

I. Graduation Certificates and Diplomas from Senior High School

1. Standard Diploma:

A standard diploma shall be awarded to those students who have earned sufficient credits in grades 9-12 as specified in the required program of study. (See Tables 9-11 on pages 31-33.) These credits shall include a minimum of four credits in the standard or advanced language arts program and three credits* in the standard or advanced mathematics program. In addition, each student shall earn at least three credits* each in the academic subject areas of science and social studies. Students enrolled in an approved Vocational Program of Study may have the required language arts and/or mathematics credits reduced by one each if they are transported to a skills center for two years or more if they have a specific program requirement which keeps them from earning these credits. Students enrolled in an approved Vocational Program of Study shall earn two science credits. The purpose of the standard diploma is to certify satisfactory achievement in the regular high school academic or vocational program (especially achievement in the basic skills of reading, writing, and mathematics) and completion of all school board and Florida State Board of Education requirements. (See Tables 9-11 on pages 31-33 for complete list of graduation requirements.)

2. Special Diploma:

A special diploma shall be awarded to those students who meet the applicable requirements as specified in the Promotion section of this plan. (See pages 22-29)

The program of study and requirements for graduation for senior high school students enrolled in the self-contained program for the Hearing Impaired are displayed in Table 13 on page 35.

The programs of study and requirements for graduation for senior high school students enrolled in the self-contained programs for Educable Mentally Handicapped, Emotionally Handicapped, Physically Impaired, and Trainable Mentally Handicapped are displayed in Tables 14-15 on pages 36-37.

*See Table 9 on page 31 for a listing of the credit requirements (four of one, three each of the other two)

3. Certificate of Completion:

Students who have completed all district course requirements but failed to meet the state prescribed standards for graduation and/or applicable district testing requirements for graduation shall be awarded a certificate of completion. Students shall be granted a certificate of completion if it is determined at a point in their educational program that they have met all appropriate district course requirements for graduation. However, students qualifying for a certificate of completion should be advised that the acceptance of the certificate of completion terminates their enrollment in the public school system. If, in the future they desire a regular diploma, they shall enroll in an Adult Education program or qualify for a GED.

Exceptional education students who successfully complete their approved district course requirements but fail to meet Florida State prescribed standards for graduation and any applicable district requirements for graduation shall be awarded a certificate of completion.

Exceptional education students who successfully complete their approved district course requirements for a special diploma, but fail to meet Florida State prescribed standards for graduation, and any applicable district requirements for graduation shall be awarded a special certificate of completion.

Any student who is otherwise entitled to a certificate of completion may as an alternative elect to remain in the secondary school on either a full-time or part-time basis for up to one additional year and receive special instruction designed to remediate his/her deficiencies.

Profoundly Handicapped students who are not pursuing a standard or special diploma, have completed their prescribed program, and who have mastered the objectives on their IEP shall receive a certificate of recognition and shall exit the program.

4. Certificate of Competencies:

Students attending school in grades 9-12 who have elected to participate in the district's secondary "alternative education" competency development program and are not able to qualify for a standard diploma, special diploma, or a certificate of completion may be awarded a certificate of competencies upon satisfactory completion of the requirements for the program in which the students are enrolled. The program of study and requirements for graduation for senior high school students enrolled in the Competency Development Program are shown in Table 12 on page 34.

APPENDIX A

DUVAL COUNTY PUBLIC SCHOOLS'

PROMOTION AND PLACEMENT POLICY

(ADOPTED JUNE 20, 1977)

The School Board of Duval County, Florida, is dedicated to the continuous development of each pupil enrolled in the school system. The professional staff of the school system has the responsibility to develop administrative procedures to ensure placement in the subjects, in the grade level, or in the special program best suited to meet the pupil's academic needs, with consideration given to the pupil's social, emotional and physical development.

Decisions regarding pupil promotion, retention, remediation, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision regarding grade placement is the responsibility of the principal. Countywide standards, in accordance with which placement decisions must be made, shall be developed by the Superintendent and the administration in the form of a Pupil Progression Plan for the Duval County Public Schools. These standards, and the procedures for their implementation, shall reflect clearly that promotion in the Duval County Public Schools is based primarily on pupil achievement and is not an automatic process.

The purpose of the instructional program in the district's schools is to provide appropriate instruction and selected services that will enable pupils to perform academically at their grade level or higher. However, in recognition of the wide range of abilities, interests, motivation, and development, the Superintendent shall establish minimum standards in the basic skills of reading, writing, and mathematics which all pupils must meet as one condition for promotion within the school district. These standards should be such that they assure minimally that all pupils promoted within the district can benefit from the next grade level of instruction and that those who earn a diploma from a senior high school have sufficient basic skills to function effectively in the community. The Pupil Progression Plan shall provide assurance that all pupils within the Duval County Public Schools who are promoted or receive a diploma have met and/or exceeded all of the requirements mandated by the State of Florida and by the School Board.

As a part of the Pupil Progression Plan, procedures shall be established to achieve parent understanding, cooperation, and acceptance of the pupil's promotion or placement. The pupil, the parent, and other interested citizens shall have ample opportunity to understand fully the promotion and placement requirements of the district. When it becomes evident that the standards or requirements for promotion may not be met, parents of pupils in the K-12 program shall be informed of the possibility of retention or special placement. Pupil grades, notices of unsatisfactory progress, reports to parents on state assessment and/or standardized testing, and parent conferences shall serve as the primary means of communicating pupil progress and achievement of the standards. Furthermore, when it becomes evident that a pupil consistently fails to meet the standards or requirements for promotion, the pupil's school center shall provide a program of remediation based on that pupil's documented needs and achievement level.

SPECIFIC AUTHORITY F.S. 232.245

APPENDIX B

EARLY ADMISSION PROGRAM PROCEDURES/ACCELERATED
HIGH SCHOOL PROGRAM PROCEDURES

The Duval County Public School system recognizes that certain academically talented high school seniors may profit greatly when afforded the opportunity to pursue college level or advanced studies programs. However, due care shall be exercised when identifying these students. It is important that the student, parent and school consider conscientiously the academic, social, economic and personal aspects of such an important decision.

APPENDIX B_1 EARLY ADMISSION PROGRAM PROCEDURES

1. Students who meet the eligibility requirements needed in order to be considered for the Early Admission Program may secure applications along with the Duval County School Board policy on early admission procedure from the high school guidance office. The completed application should be returned to the counselor's office.

2. To be eligible for consideration for Early Admission the student shall complete a minimum of 18 credits earned in grades 9, 10 and 11 while maintaining a 3.25 grade point average and achieving a satisfactory score on the eleventh grade assessment test as prescribed by State Board Rules, 6A-1.95. The following course credits shall be completed within the required 18 units:

   a. three high school credits in English (English 9, English 10, English 11);

   b. three high school credits in mathematics;

   c. three high school credits in science;

   d. three high school credits in social studies including one credit in American History and the required Americanism vs. Communism; and

   e. one high school credit in physical education.

3. High school counselors shall schedule individual conferences with student applicants and parent(s) to discuss graduation status, program orientation and all other requirements. During this conference the counselor shall review with the student and parent the procedural requirements for the early admission program.

4. Prior to requesting the principal's approval, the student shall file with the counselor verification of his/her acceptance for admission to a post-secondary institution authorized by Florida law or accredited by the regional accrediting agencies. To determine eligibility, colleges use: grade point averages, specified score on admissions test (SAT/ACT), character reference and emotional maturity (recommended by student's counselor). This verification shall be attached to the student's application and to the "Terms of Agreement" to be submitted to the principal for approval.

5. The student, the parent and the counselor shall sign the "Terms of Agreement" form which states that the student may be awarded a diploma of graduation with his or her regular class or at a time convenient to the principal, provided that:

   a. the student has completed two college semesters or equivalent with a normal class load and has maintained a minimum average of C or equivalent and

   b. the student has earned sufficient college credits to fulfill graduation requirements (five quarter or three semester hours of college credit are equivalent to a one semester course, which is counted as one-half credit in high school).

6. The student approved for Part Time Early Admission (advanced studies) may take up to one-half of a full-time student load concurrently with a minimum of three credits in the regular high school program.

   a. College credits may be used to satisfy appropriate high school credit requirements or may be earned in addition to fulfillment of regular high school credit requirements.

   b. The equivalent of up to three college level credits earned in an accredited higher education dual enrollment program may be applied to graduation requirements when approved by the principal.

7. The student's cumulative folder shall show adequate notations covering the work accomplished while in college. An official transcript of college level work shall be used as verification for this record.

8. Work completed in college is recorded on the student's school record and shall not be used in computing class standing or ranking. High school credits earned by part-time students shall be considered for grade point average during the student's senior year.

9. The principal shall make final approval of the application. After student, parent and counselor sign the "Terms of Agreement," the counselor shall submit to the principal the student's application, high school transcript, his verification of acceptance by the college, and the "Terms of Agreement."

   The student and his/her parent shall be notified by the counselor of the principal's decision. One copy of the "Terms of Agreement," with the principal's approval or disapproval, shall be given to the student and one copy shall be placed in the student's cumulative folder.

10. It shall be the student's and the parents' responsibility to request information concerning the senior class activities.

    The above noted policies for Early Admission shall be incorporated in the student application form and include the following: parents' signatures, student's signature, counselor's signature, student's grade point average (by counselor), principal's signature, and date. A letter of acceptance from the college is to be placed with the application in the student's record.

APPENDIX B_2 ACCELERATED HIGH SCHOOL PROGRAM PROCEDURES-DUAL ENROLLMENT

1. Students who meet the college eligibility requirements needed in order to be considered for the Accelerated High School Program may secure applications from the high school guidance office. The completed application should be returned to the counselor's office.

2. To be eligible for consideration for Accelerated High School Program (Dual Enrollment), the student shall complete a minimum of 17 credits earned in grades 9, 10, and 11 while maintaining a 2.0 or better grade point average and achieving a satisfactory score on a prescribed test of some college. The following course credits shall be completed within the required 17 units:

   a. three high school credits in English (English 9, English 10, English 11);

   b. three high school credits in mathematics;

   c. three high school credits in science;

   d. three high school credits in social studies including one credit in American History and the required Americanism vs. Communism; and

   e. one high school credit in physical education.

APPENDIX B_2

(Continued)

3. High school counselors shall schedule individual conferences with student applicants and parent(s) to discuss graduation status, program orientation and all other requirements. During this conference the counselor shall review with the student and parent the procedural requirements for the Accelerated High School Program (Dual Enrollment).

4. The principal or his designee shall make final approval of the student's application for dual enrollment.

5. The student's cumulative folder shall show adequate notations covering the work accomplished while in college. An official transcript of college level work shall be used as verification for this record.

6. Work completed in college is recorded on the student's school record and shall not be used in computing class standing or ranking.

The above noted policies for Accelerated High School shall be incorporated in the student application form and include the following: parents' signatures, student's signature, counselor's signature, student's grade point average (by counselor), principal's signature, and date. A letter of acceptance from the college is to be placed with the application in the student's record.

APPENDIX C

PROCEDURES FOR PRIVATE SCHOOL OR OUT-OF-COUNTY SCHOOL STUDENTS ATTENDING DUVAL COUNTY PUBLIC SUMMER SCHOOLS

A letter shall accompany each elementary pupil from the private school or out-of-county school providing the following information:

1. a statement specifying that the pupil needs instruction in reading and/or math in order to be promoted to the next higher grade level;

2. test score information in the areas of reading and mathematics;

3. an agreement that the private school or out-of-county school will accept the Duval County Public Schools' decision on promotion and/or retention at the end of the summer school session; and

4. a statement that parental consent to this procedure has been obtained by the private school or out-of-county school system.

A letter shall accompany each secondary student from the private school or out-of-county school system providing the following information:

1. a statement specifying that the student needs instruction and/or credit in a specific subject area in order to be promoted to the next higher grade level;

2. a statement that such instruction and credit is a part of the student's approved program of studies;

3. test score and grade information where appropriate;

4. an agreement that the private school or out-of-county school system will accept the Duval County Public Schools' decision on whether or not the student successfully completed (passed) the course in the designated subject area and is eligible for credit toward promotion; and

5. a statement that parental consent to this procedure has been obtained by the private school or out-of-county school system.

APPENDIX C
(Continued)

A letter shall accompany each elementary pupil from the private school or out-of-county school providing the following information:

Primary (kindergarten through second grade) students new to the district, private school students, and out-of-county school students who meet the following requirements are eligible to attend the PREP Extended Year Program for Preventative Instructional Strategies.

Kindergarten through second grade students will be offered an extended year summer program if all of the following criteria are met:

*1. The student was promoted at the end of the regular school year to grade one, two, or three.

*2. The student has been identified as requiring preventative instructional strategies through initial screening and further assessment, as provided in the Primary Education Program.

*3. The student has been involved in preventative instructional strategies during all of the last 45 days of school as indicated in the student's Individual Instructional Plan.

*4. The Diagnostic-Prescriptive Team has developed an individual Instructional Plan to be used as the basis for the student's extended year program.

*5. The parent has signed the registration form and returned it to the summer school center by the deadline.

*Documentation evidencing that the criteria was met shall accompany each student from the private or out-of-county school. An individual Instructional Plan for the summer program shall also be provided by the private or out-of-county school.

APPENDIX D

PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOL SYSTEM STUDENTS ATTENDING PRIVATE SCHOOL OR OUT-OF-COUNTY SCHOOLS' SUMMER SESSIONS

1. The parents of the student must file a request with the school principal stating that the student will attend a summer school session outside the Duval County Public School System for promotional credit. This statement shall be filed with the student's school principal prior to the beginning of the district's summer session.

2. The parent shall present to the student's school principal a letter verifying academic progress and attendance, and include any appropriate evaluation data from the summer school at least ten working days prior to the opening of the new school year.

3. In addition, the district criterion-reference test (EST, MLST), when appropriate, shall be administered at least five working days before the beginning of the new school year.

4. The principal and/or designated instructional staff shall utilize the data received from the summer school and the testing data described in paragraph three, to make the final grade placement determination.

5. A student attending a private school or out-of-county school's summer session in order to earn one credit toward promotion and/or graduation in the Duval County Public School System, shall attend summer school for not less than 130 hours of instruction.

6. Tutoring does not qualify a student for testing or retesting nor meet teacher judgment certification requirement for promotion or course credit.

APPENDIX E

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES
FOR
DUVAL COUNTY STUDENTS ATTENDING SCHOOLS IN FOREIGN COUNTRIES

The primary purpose of the Foreign Exchange Visitor Program is to provide students with an intercultural and international educational experience. Visiting students are able to improve their knowledge of the foreign culture and language skills by active participation in family, school and community life.

A Duval County student involved in the Foreign Exchange Visitor Program may be excused from school attendance for all or part of a year and receive credit toward graduation for approved courses completed satisfactorily in a foreign country.

Organizations and institutions sponsoring students must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program. The International Communication Agency's "Criteria for Teen-Ager Exchange Visitor Programs" shall be used as the official guidelines for the program with the exception of Section 6.1 that pertains to the number of students that can be enrolled in any one Duval County Public School.

I

PRINCIPAL'S RECOMMENDATION FOR CANDIDACY

To become a candidate for the Foreign Exchange Visitor Program, the student must meet the following requirements:

1. receive a recommendation from the school principal to apply for candidacy in the Foreign Exchange Visitor Program;

2. be screened for the following qualifications:

   a. academic ability
   b. adaptability to strange surroundings
   c. ability to get along with various types of people
   d. a genuine interest in bettering relations among people
   e. maturity;

3. be accepted by a Foreign Exchange Visitor Program;

4. have at least a B average or better in academic subjects; and

5. be at least 15, but not more than 19 years of age on the date of application

II

COURSE TRANSFER AND GRADE REQUIREMENTS

Any course taken in a foreign country under the Foreign Exchange Visitor Program and submitted for credit towards high school graduation will be accepted under the following conditions:

1. The course is convertible to a course currently offered in the Duval County school system in accordance with conversion tables available through the central guidance office.

2. Courses to be submitted for credit toward graduation must be approved in advance of enrolling in the foreign school. Any necessary change must be authorized in advance by the home school principal or his designee.

3. The student and parent or guardian must sign a written agreement indicating the course(s) to be taken while enrolled in the program.

4. Where applicable, the student must pass the Minimum Level Skills Test for a course required for credit.

To be eligible for graduation and to obtain a high school diploma, a student must satisfactorily complete graduation requirements of the Duval County School Board and the State Department of Education.

III

APPLICATION PROCEDURE

Students interested in the Foreign Exchange Visitor Program and who meet the Duval County school system's eligibility requirements should submit a completed application to the sponsor of one of the Foreign Exchange Visitor Programs.

Students accepted for entry in a Foreign Exchange Visitor Program will need a recommendation (based on eligibility requirements) from their high school principal in order to complete the application procedure.

APPENDIX E
(Continued)

IV

STUDENT-PARENT-COUNSELOR CONFERENCE

High school counselors must schedule individual conferences with student applicants and their parents in order to discuss course requirements needed for Duval County high school graduation and the foreign school's related course which must conform to course conversion guidelines. The counselor will also counsel and inform parents and students in other required areas which might affect eligibility.

V

PRINCIPAL'S RECOMMENDATION FOR PARTICIPATION

The principal's recommendation for participation in the Foreign Exchange Program will be based on the following.

1. student's application
2. Terms of Agreement (must be signed by student, parent and counselor)
3. satisfactory compliance with all eligibility requirements
4. high school transcript (must specify course(s) for study in foreign country)
5. verification of acceptance in Foreign Exchange Visitor Program (to be executed through counselor's office)

VI

NOTIFICATION OF DECISION

The student and his parent will be notified by the counselor of the principal's decision. One copy of the Terms of Agreement with the principal's recommendation will be given to the student and one copy will be placed in the student's cumulative folder.

VII

VERIFICATION OF COURSES COMPLETED

It will be the responsibility of the student and his parents to provide the school principal with an official transcript of scholastic work completed immediately upon returning from a foreign country. Transfer course credit cannot be credited without receipt of the foreign school's official transcript.

APPENDIX E
(Continued)

VIII

OTHER NECESSARY PROCEDURES, REQUIREMENTS AND REGULATIONS

1. The Supervisor of Guidance Services should meet and review with the Foreign Exchange Visitor Program sponsors the policy and guidelines prior to the student's departure.

2. Application procedure and conference with the counselor should be completed prior to the end of the school year preceding participation in the Foreign Exchange Visitor Program.

3. Only non-profit organizations and institutions should be recognized as sponsors for the Foreign Exchange Visitor Program.

4. All approved applications for participation in the Foreign Exchange Visitor Program should be coordinated with the Supervisor of Guidance Services.

5. At the time of application, it will be determined whether the student will attempt to complete all graduation requirements and receive a diploma with his class.

6. The school does not accept responsibility for other arrangements not directly related to the normal rights and privileges of students enrolled in the Duval County school system.

APPENDIX F

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES FOR FOREIGN STUDENTS ATTENDING DUVAL COUNTY PUBLIC SCHOOLS

The School Board recognizes the importance of intercultural and international education as an important part of a school program.

Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing county students and their communities to experience international understanding on a personal basis. Further, they improve the foreign student's knowledge of American culture and language skills through active participation in family, school, and community life.

Any student from a foreign country sponsored by a foreign exchange visitor program who fulfills all eligibility requirements (applicable Federal and State Regulations), including the written approval of the principal, may attend a Duval County high school at the discretion of the Duval County School Board.

Organizations and institutions sponsoring students must be approved by the United States Department of State in order to be eligible to participate in the Foreign Exchange Visitor Program. The International Communication Agency's "Criteria for Teen-Ager Exchange Visitor Programs" shall be used as the official guidelines for the program with the exception of Section 6.1 that pertains to the number of students that can be enrolled in any one Duval County Public School.

ELIGIBILITY REQUIREMENTS

Sponsors

Applications may be made by organizations desiring to sponsor foreign students in Duval County schools. Any organization sponsoring a student must supply the name, address and telephone number of a local representative who is a resident of Duval County and can be contacted at any time in case of emergency or other problem.

Eligible Students

Students must meet the following eligibility requirements prior to acceptance:

1. agree to be in attendance a minimum of one semester (attendance for two semesters is preferred);

2. be at least 15 but not more than 19 years of age on the date of enrollment ;

3. have sufficient knowledge of the English language to participate in high school classes ;

4. have appropriate medical insurance coverage with a hold harmless clause for the Duval County School Board and public school system;

5. be accepted by a host family;

(The host American family should be selected to assure that the exchange student will have companionship. It is strongly recommended that the host family have a teenager attending the same school as the student will attend. Exceptions can be made only when the sponsoring organization has investigated the situation and can satisfy the school that the student will have ample opportunity to meet with and spend considerable time with teenagers in this country.)

and

6. obtain written approval of the principal subject to the following restriction:

The principal may grant approval for entrance of foreign exchange students up to a maximum of six.

Procedures for Admission of Eligible Students

The sponsoring organization must apply for and obtain written approval from the principal for admission of the student at least five weeks prior to the beginning of the school year. The application shall include the student's school transcript, evidence of English competency, pertinent information about the student and the host family, the evidence of acceptance by the host family, the student's health record and an assurance of appropriate medical insurance coverage.

At the time of application it shall be determined whether the student will attempt to earn a high school diploma.

Written approval or denial for admission will be given to the sponsoring organization by the principal.

Notification to the Student and Host Family

A copy of the School Board policy and the regulations regarding foreign exchange students will be sent to the student and host family after the student has been approved for admission to a Duval County high school.

Enrollment and Orientation

The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the principal and a counselor to enroll the student. Formal entrance to school will be

at the beginning of the school year. An orientation designed to acquaint the student with the American School and with the rules governing the behavior of all students will be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.

Supervision

It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and/or the school including, if necessary, the changing of host families or the early return home of the exchange student because of personal difficulties. The principal shall notify the local representative of the sponsoring organization if the host family is reported to be neglecting the needs of the exchange student.

Financial Support

All expenses, including school and school related expenses are the responsibility of the sponsoring organization and the host family. The student may finance school related expenses if the student is able. The student or host family shall pay for school lunches, admission to school activities, and items such as the yearbook, school ring, and cap and gown.

Any fund raising for the support of foreign exchange students shall be in accordance with School Board policies.

Employment

Exchange students are not permitted to take regular part-time jobs during their stay in the United States. However, non-competitive small jobs, not to exceed ten hours a week, such as tutoring, grass cutting, and baby or people sitting, will be allowed. Consequently, exchange students will not be issued work permits or be enrolled in cooperative programs.

Athletic Eligibility

Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in inter-scholastic athletic competition.

Graduation

Upon completion of the stay in Duval County, the student will be issued an official transcript of all work completed.

To be eligible for graduation and to obtain a high school diploma a student must have completed all graduation requirements of the Duval County School Board and the State of Florida Department of Education.

APPENDIX G

PROCEDURES FOR SCHEDULING FOREIGN EXCHANGE STUDENTS INTO CLASSES

1. After the District-level guidance supervisor evaluates the student's transcript and certifies grade level placement, the Assistant Principal for Curriculum and Guidance Counselor conduct an interview with the relative, friend or sponsor who is to be responsible for the foreign student. The purpose of this interview is to learn as much as possible about the student's academic background including necessary course clarification, special interests outside of school, home environment, training and orientation in the use of English, and previous travels in the United States and/or English speaking countries. The school must understand its role in relation to the specific needs of the student.

2. When possible, the student is assigned to a homeroom with a neighbor or with another student who speaks his language, either a native speaker or an English speaker with a second language.

3. Math, science, and social studies classes are assigned by matching these courses as nearly as possible with the ones the student was previously taking.

4. The student may be scheduled into a foreign language class at the appropriate level of his own native language (e.g. Spanish) or into a class of his "second language" studied in his own country (e.g. as is French in Iraq).

5. The student is scheduled into a standard English class where he will be in contact with fluent speakers of the language.

6. If the student's command of English is not substantial, he is placed into the ESOL class (English Speakers of Other Languages) in addition to the regular English class.

7. Individual teachers are apprised of the arrival of a foreign student and furnished as much information as possible as to the capabilities/ limitations of the student. These teachers work with the ESOL teacher who can give support in subject preparation.

8. No foreign student will be given a diploma unless all graduation requirements are met.

APPENDIX H

METHOD FOR DETERMINING THE FINAL AVERAGES FOR
TWO SEMESTER/ONE SEMESTER COURSES FOR SECONDARY SCHOOLS

1. Assign final averages as follows:

Grade	Points
A	4.0 - 3.5
B	3.4 - 2.5
C	2.4 - 1.5
D	1.4 - 0.8
E	Below 0.8

2. Assign points to the Nine Weeks and Final Exam as follows:

Grade	Points
A	4
B	3
C	2
D	1
E	0

3. Average the grades as follows:

(a) Year long courses are computed by multiplying the quarterly grade points by 2 and adding the final exam grade points. Divide total points by 9 thus arriving at final yearly grade.

(b) The chart below is a simplified method for determining the final average.

Total Points Earned	Grade Earned
1-6	E
7-13	D
14-22	C
23-31	B
32-36	A

(c) Semester grades are computed by multiplying the quarterly grade points by 4 and adding the final exam grade points. Divide total points by 9 thus arriving at the final semester grade.

Example:

1st QTR.		2nd QTR.		Semester Final
B		A		B
12	+	16	+	3

= 31 points ÷ 9 = 3.4 = B

General

1. Each individual teacher arrives at a nine weeks grade using professional judgment, tests, assignments, and other criteria resulting from course objectives.

2. A student shall pass the last nine weeks' grading period or a comprehensive final examination to achieve a passing grade in the course, and shall pass the Minimum Level Skills Test in order to receive a credit for the course.

3. A mandatory final exam shall be given to all students and shall count as 1/9.

4. Standard mathematical procedures for rounding off shall be used in computing final grade averages.

   When computing grade point averages divide to the nearest hundredth (two digits to the right of the decimal point). If the nearest hundredth's digit is 5 or greater, "round up" the nearest tenth. If the nearest hundredth's digit is less than 5 leave the tenth's as is.

   Examples: 35 ÷ 9 = 3.88 = 3.9

   31 ÷ 9 = 3.44 = 3.4

5. Any deviation from this policy shall be explained in writing and approved by the Department Chairperson and Principal prior to giving the grade.

APPENDIX I

MINIMUM ATTENDANCE REQUIREMENT
FOR SECONDARY STUDENTS

A minimum attendance requirement of 36 days per each 45 day grading period shall be maintained to qualify a student for a passing grade in each 45 day grading period in each course. This shall include all absences from class, excused or unexcused, field trips, school business, etc.

Appropriate school personnel shall notify parents by telephone upon the fifth absence of the student from any class. Parents shall also be notified in writing upon the seventh absence of the student from any class to request their copperation in preventing further absences. Teachers shall immediately notify the appropriate counselor upon the seventh absence. The principal and/or his/her designeee shall notify the parent.

Appeals Procedure

Under conditions that warrant special consideration, an appeals committee in each individual school shall be established to handle such cases. The composition of the appeals committee shall be at the discretion of the principal. Final resolution at the school level shall be left with the principal. Further appeal shall be available through the superintendent.

APPENDIX J1

PROCEDURE FOR THE RANKING OF SENIORS

(This policy is effective through the 1985-86 senior class.)

1. All students will be ranked twice: (1) at the completion of the eleventh grade and (2) at the end of the third quarter of the twelfth grade.

2. The grades to be used in computing the grade-point average at the close of the eleventh grade shall be:

   a. the final grade average in all year-long courses in grades 10 and 11, and

   b. the final grade average in all semester courses in grades 10 and 11.

3. The grades to be used in computing the grade-point average at the end of the third quarter of the senior year shall be:

   a. the final grade average in all semester courses in grades 10 and 11,

   b. the final grade average in all semester courses in grades 10 and 11 and the first semester of grade 12, and

   c. the quarter grades in all year-long courses and second semester courses of grade 12.

4. The grade-point average shall be computed by including all subjects taken, including the ones failed.

5. The grade-point average shall be computed to the fourth decimal place (ten thousandths).

6. Advanced courses in math, English, social studies, science, and foreign language with Advanced Placement option shall be weighted on the following scale: A=5, B=4, C=3, D=2, E=0. Other courses shall be weighted on the following scale: A=4, B=3, C=2, D=1, E=0. These weights became effective beginning with the 1977-78 senior class, with the exceptions of those schools that implemented the weighting system for the 1976-77 school year.

7. The valedictorian and salutatorian shall be determined by re-ranking the top students in the senior class using the quarter grades received in grade 10 through the third quarter of the 12th grade. All quarter grades of courses dropped shall be counted in computing the grade-point average.

APPENDIX J_2

PROCEDURE FOR THE RANKING OF SENIORS

(This policy change will be effective only for the 1986-87 senior class.)

1. All students will be ranked twice: (1) at the completion of the eleventh grade and (2) at the end of the third quarter of the twelfth grade.

2. The grades to be used in computing the grade-point average at the close of the eleventh grade shall be:

   a. the final grade average in all year-long courses in grades 9, 10, and 11, and

   b. the final grade average in all semester courses in grades 9, 10, and 11.

3. The grades to be used in computing the grade-point average at the end of the third quarter of the senior year shall be:

   a. the final grade average in all semester courses in grades 9, 10, and 11,

   b. the final grade average in all semester courses in grades 9, 10, and 11 and the first semester of grade 12, and

   c. the quarter grades in all year-long courses and second semester courses of grade 12.

4. The grade-point average shall be computed by including all subjects taken, including the ones failed.

5. The grade-point average shall be computed to the fourth decimal place (ten thousandths).

6. Advanced courses in math, English, social studies, and science, at grades 9-12 shall be weighted on the following scale: A=5, B=4, C=3, D=2, E=0.* Other courses shall be weighted on the following scale: A=4, B=3, C=2, D=1, E=0. These weights became effective beginning with the 1977-78 senior class, with the exceptions of those schools that implemented the weighting system for the 1976-77 school year. *In addition, all foreign language courses with an Advanced Placement option shall receive the same weighted grade points as all other academic courses designated as advanced.

7. The valedictorian and salutatorian shall be determined by re-ranking the top students in the senior class using the quarter grades received in grade 9 through the third quarter of the 12th grade. All quarter grades of courses dropped shall be counted in computing the grade-point average.

APPENDIX K

APPROVED EVALUATION PROCEDURES AND CRITERIA TO BE USED
FOR THE EARLY ADMISSION TO KINDERGARTEN PROGRAM

For the 1982-83 school year, the Duval County School System provides an Early Admission to Kindergarten Program for children who will be five (5) years old after October 1st and on or before December 31st. In order to determine that early admission to kindergarten applicants have mastered appropriate developmental tasks believed to be necessary for success at the kindergarten level, the School Psychology Department will administer the following test(s) to those applicants who meet the above age criteria:

Metropolitan Readiness Test

and/or

Comprehensive Assessment Program

It is recommended that parents present a medical statement showing that the child has satisfactory hearing and vision at the time of the test administration. The average length of time needed for administering the test battery to each child is approximately one hundred (100) minutes.

Those children who make a score equivalent to the 80th percentile will be considered for early entry to the Kindergarten Program.

APPENDIX L

ENROLLMENT OF STUDENTS INTO FIRST GRADE FROM
NON-PUBLIC KINDERGARTEN PROGRAMS
WHO WILL BE SIX YEARS OLD ON OR BEFORE JANUARY 1,
OF THE SCHOOL YEAR

With appropriate documentation of satisfactory completion of a full-time non-public kindergarten program, a student shall be provisionally placed in a first grade class.

During the first twenty days of enrollment the student shall be assessed to demonstrate mastery of the basic kindergarten skills set forth in the Duval County Public Schools' Essential Skills for Reading and Mathematics. If the student does not achieve the appropriate score, he/she shall be placed in kindergarten.

APPENDIX M

CREDIT BY EXAMINATION PROGRAM PROCEDURES

The Credit By Examination Program has been designed to provide secondary students with opportunities to become exempted from classroom participation in selected courses by demonstrating their mastery of the relevant subject-matter.

The content of each examination reflects the scope of the course as designed to be taught in the classroom. Examination questions are drawn from the criterion reference course objectives.

CREDIT BY EXAMINATION OFFERINGS

STATE APPROVED COURSES:

Social Studies

Course Code 0414	World History I (Grade 10-12) (emphasizes European History and the period since 1800 but includes other culture areas and periods)
Course Code 0416	American History (Grade 9) (covers economic and social development, political and foreign affairs with emphasis on the period from exploration to the end of the Civil War)
Course Code 0446	American Government I (Grade 11, 12) (places major emphasis on the United States Constitution and the federal government, with attention focused on government policies and political participation)

DUVAL COUNTY PUBLIC SCHOOL SYSTEM COURSES:
The following tests will be given by the curriculum development division or the division of Research, Planning and Evaluation.

Business Education
- Business Communications
- Business Mathematics
- Typewriting, Beginning (½ credit)

Mathematics
- General Math 8
- General Math 9
- Algebra I
- Algebra II
- Geometry

Music
- Music Theory I

Physical Education
- Foundations and Basic
- Exploratory Physical Education

Science & Environmental Studies
- Biology I
- Chemistry I
- Physics

Social Studies
- American History -Senior High School

PROCEDURES

The Credit by Examinations are scored on a pass/fail basis. Junior High students who pass an examination shall be exempted from classroom requirements for the course; satisfaction of course requirements shall be posted in their cumulative records. No "credit" is attached until after the student has satisfied ninth grade requirements (although still attending a junior high school). Successful senior high students: (1) shall be exempted from the respective courses, and (2) credit for the courses passed via Credit by Examinations shall be entered into their records. Letter grades for passing students shall be made available through the subject-area supervisors. If a grade is necessary the Pass will be either a "C" for those below the median of the passing grades and "A" for those above. The grade will not affect the G.P.A. Grading criteria shall be established by the respective subject-area supervisor.

Examinations in six major disciplinary areas are given three times each year: in the spring, summer, and during the month of December. Any public or private school student may apply for any exam included in the Credit by Examination Program. No fees are charged for Duval County School System courses given by a subject-area supervisor. Due to a mandate there is a fee of $5.00 per State Approved test given by the Testing Office.

Applications for the examinations are accepted in all secondary schools up to the pre-publicized deadline date for the examining session. Postal cards indicating examination places, dates, time and other relevant data are mailed to all applicants.

CONSTRAINTS

No application will be accepted for examination at a level of competency below that in which the student has previously demonstrated proficiency. For example, a student who has already passed Algebra I shall not be accepted for examination in Basic Math; on the other hand, that student may apply for examination in Business Math (a subject not included along the basic to advanced mathematics continuum.)

APPENDIX N

ADDITIONAL THIRD GRADE PROMOTION STANDARDS
ESTABLISHED BY FLORIDA STATE STATUTES

[§ 230.2312 (5)]

Third grade students may be eligible for promotion from the Florida Primary Education Program to grade 4 upon satisfactory attainment of the minimum student performance standards required by § 229.565; however, a student who has been properly classified in accordance with rules established by the state board as "mentally retarded," "deaf," "specific learning disabled," "emotionally handicapped," or "profoundly handicapped" who is assigned to a full-time special program for such students may be exempted from this requirement. Non-English speaking children may be permitted to demonstrate mastery of skills in their native language. At the end of grade 3, there shall be three alternatives provided for each student.

(a) The student has met the minimum performance standards and shall enter the fourth grade;

(b) The student shall continue in an extension of the program experience for no more than 1 year in order to have an additional opportunity to meet the minimum performance standards of grade 3 at which time he shall progress according to the district's student progression plan; or

(c) The student shall be referred to exceptional student education if it appears that he requires the services of exceptional student education.

APPENDIX O

ELIGIBILITY REQUIREMENTS FOR PROVISIONALLY PROMOTED STUDENTS
(Effective June 8, 1982)

A. Special Provisional Eighth Grade Eligibility Requirements

In order to be promoted to provisional eighth grade status a student shall have:

1. earned at least 5 credits at the seventh grade level;

2. failed no more than one required subject at the seventh grade level that was necessary for promotion at that grade level;

3. attended summer school (unless non-attendance is due to circumstances beyond the student's control as determined by the district's administration); and

4. failed for reasons other than attendance or refusal to do classwork in either the regular or summer school.

Provisional promotion is granted only to seventh-grade students who have attended summer school and need no more than one (1) required credit to complete the seventh grade. The seventh grade credit deficit shall be made up during the next school year or no further grade level advancement shall be granted.

The following examples may be used for determining provisional promotion decisions for the eighth grade:

1. A student who has five (5) credits, attends summer school, and earns the one required credit has sufficient credits for regular Grade 8 placement.

2. A student who has five (5) credits, attends summer school, and fails the one required credit is classified as provisionally promoted to Grade 8.

3. A student who has four (4) credits, attends summer school, and earns the one required credit is eligible for provisional promotion to Grade 8.

4. A student who has four (4) credits, attends summer school, and fails the one required credit is not eligible for provisional promotion and is retained in Grade 7.

For a seventh-grade student to receive provisional promotion to Grade 8, parent permission is required. When parent permission is received, the junior high school shall make the appropriate entries on the student's Permanent Record Card and Cumulative Guidance Record. The Cumulative Guidance Record with the parent's permission letter shall be forwarded to the appropriate junior high school.

B. Provisional Tenth Grader Eligibility Requirements

In order to be promoted as a provisional 10th grader a student shall have:

1. earn at least 4 credits as a 9th grader;

2. failed no more than 1 required subject at the 9th grade level that was necessary to complete the ninth grade program during the year in which the promotion is to be made;

3. attended summer school (unless non-attendance is due to circumstances beyond the student's control as determined by the district's administration); and

4. failed for reasons other than attendance or refusal to do classwork.

C. Organizational Alternatives for Provisionally Promoted Tenth Grade Students

Students promoted as provisional 10th graders shall be:

1. assigned to an appropriate senior high school that will allow the student to complete the required ninth grade course for a period of one year. (If that school is outside the student's normal attendance area, he will return to his normally assigned school for the next school year.*);

Provisional promotion is granted only to ninth-grade students who have attended summer school and need no more than one (1) required credit to complete the ninth grade program. The ninth grade credit deficit shall be made-up during the next school year or no further grade level advancement shall be granted.

The following examples may be used for determining provisional promotion decisions for the tenth grade:

1. A student who has four (4) credits attends summer school and earns the one required credit has sufficient credits for regular Grade 10 placement.

2. A student who has four (4) credits, attends summer school and fails the one required credit is classified as provisionally promoted to Grade 10.

3. A student who has three (3) credits, attends summer school and earns the one required credit is eligible for provisional promotion to Grade 10.

4. A student who has three (3) credits, attends summer school and fails the one required credit is not eligible for provisional promotion and is retained in Grade 9.

For a ninth-grade student to receive provisional promotion to Grade 10, parent permission is required. When parent permission is received, the junior high school shall make the appropriate entries on the student's Permanent Record Card and Cumulative Guidance Record. The Cumulative Guidance Record with the parent's permission letter shall be forwarded to the appropriate senior high school.

*Parent will sign a release of liability if student will be walking to an adjacent campus.

APPENDIX P

PROCEDURES FOR ENROLLING AND GRANTING
STUDENTS CREDIT FOR F.J.C.
HIGH SCHOOL COMPLETION PROGRAM COURSES

I. The student shall have the written approval of his/her principal prior to enrolling in a F.J.C. high school completion program course for credit.

II. Approval for enrollment of Duval County Public Schools' students in the F.J.C. high school completion program course may be granted only if a student is classified as a senior and meets one of the following conditions:

A. is enrolled in the maximum number of courses possible in his/her school program during the school year, needs no more than one additional course credit to fulfill his/her graduation requirements, and completes summer school the summer before his/her senior year (The summer school requirement may be waived by the principal if he determines that ability to complete summer school is beyond the control of the student.); or

B. desires to take a course that is not offered in his/her high school and is enrolled in the maximum number of courses possible in his/her high school program; or

C. is unable to take a desired course in his/her high school due to a conflict in his/her schedule.

III. Each approved application to the F.J.C. high school completion program shall be made in duplicate. The original shall be given to the student and one copy shall be filed at the school.

IV. Upon completion of an approved course taken from F.J.C. for the purpose of receiving high school credit toward graduation in a required academic subject, the student shall take the appropriate Duval County Minimum Level Skills Test under the supervision of his/her school principal, or his designee, in order to be eligible to receive Duval County Public Schools' credit for the course.

V. Each F.J.C. course taken for the purpose of receiving Duval County Public Schools' credit toward graduation shall be comparable in content to the same course offered in the Duval County Public Schools in order for the student to apply F.J.C. credit toward meeting Duval County Public Schools' graduation requirements.

VI. Each F.J.C. course taken for the purpose of receiving Duval County Public Schools' credit toward graduation shall be a minimum of 130 hours effective June 8, 1982.

APPENDIX Q

STANDARDIZED NUMERICAL GRADING SCALE AND
DESCRIPTORS FOR GRADES K-12

School Board Policy (Subchapter 8, Section 9) addresses the descriptive section of our grading scale. In an effort to promote uniformity among schools in this district, a standard scale with descriptors is required.

1. THE GRADING SCALE FOR STUDENTS GRADES 1-12 IN A REGULAR PROGRAM NOT MENTIONED IN OTHER SECTIONS OF THIS APPENDIX SHALL BE AS FOLLOWS:

A (Excellent)	93 - 100%	*Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.
B (Very Good)	85 - 92%	
C (Satisfactory)	77 - 84%	
D (Unsatisfactory)	69 - 76%	
E (Failing)	68% and below	

2. THE GRADING SCALE FOR THE ELEMENTARY ALTERNATIVE EDUCATION PROGRAM SHALL BE:

S - Successful Performance - The student has demonstrated satisfactory attainment of objectives based on his/her ability.

N - Needs Improvement - The student has not demonstrated satisfactory attainment of objectives based on his/her ability.

3. THE COMPETENCY DEVELOPMENT PROGRAM GRADING SCALES SHALL BE:

a. Academic Grading Scale:

S - Successful Performance: The student has demonstrated satisfactory attainment of course objectives based on the student's ability.

N - Needs Improvement: The student has not yet demonstrated satisfactory attainment of course objectives based on the student's ability.

b. Career Training Grading Scale:

Students in the Senior High Career Training component of the Competency Development Program shall be evaluated using the same grading symbols (A-E) and criteria as any other student in the same vocational training program. Students have up to four years to develop competencies required in their career training program. Grading symbols for the career training program are as follows:

A - Superior

B - Very Good

C - Satisfactory

D - Needs Improvement

E - Failure

c. Effort Grading Scale:

Students must demonstrate satisfactory effort to progress in order to remain in the Competency Development Program. Students are to be evaluated on effort in all classes using the grading symbols and criteria as follows:

S - Satisfactory
Completes assigned tasks
Participates in classroom activities

N - Needs to complete classroom tasks and/or turn in work assignments

U - Unsatisfactory effort or classroom participation

d. Citizenship Grading Scale

Students must demonstrate satisfactory citizenship in order to remain in the Competency Development Program. Students are to be evaluated on citizenship in all classes using the grading symbols and criteria as follows:

S - Satisfactory
Demonstrates respect
Expresses feelings appropriately
Relates well to others
Participates in "classroom" activities

N - Needs Improvement

U - Unsatisfactory

4. KINDERGARTEN:

The pupil must demonstrate mastery of the skills in the Reading, Writing, and Mathematics learning areas, as determined by his/her classroom teacher, as indicated in the Duval County Public Schools' Instructional Management System, in order to be promoted to the first grade. The areas of Gross Motor Skills, Music-Art, and Social Growth and Development are included for information to present a more complete picture of the pupil's development. These areas are not a part of promotional criteria.

[+]	- Excellent	[N]	- Needs Improvement	[ ]	- Not Yet Introduced
				[/]	- Skill Introduced
[S]	- Satisfactory			[X]	- Skill Mastered

5. GRADING OF EXCEPTIONAL STUDENTS:

a. Exceptional Education Students - Full-Time (Self-Contained) Program

(1) Elementary

(a) The exceptional education students in elementary self-contained classes shall receive the same report cards as other elementary students, but will be graded with the symbols of S-Satisfactory and N-Needs Improvement for all areas.

(b) Students are evaluated in terms of progress toward meeting objectives stated on the Individual Educational Program (IEP) according to their present level of functioning.

(c) Exceptional education students, who are in the process of being placed in self-contained programs (staffed eligible, eligibility staffing approved by ESE Director or designee, and signed parental permission for placement) and are not receiving services, shall receive the same report cards as other elementary students, but may be graded with the symbols of S - Satisfactory and N - Needs Improvement for all areas.

(d) In the event that parents refuse placement in an exceptional education class, the student shall be graded in accordance with the grading requirements for regular students.

(2) Secondary

(a) Exceptional education students in secondary self-contained classes receive the same letter grades as the regular secondary students.

(b) Students are evaluated in terms of progress toward meeting objectives stated on the Individual Educational Program (IEP) according to their present level of functioning.

(c) Letter grades are based upon the same numerical scale as used for regular students.

b. Exceptional Education Students - Part-Time (Resource) Program

(1) Elementary

(a) For students scheduled to receive exceptional education resource services during a subject area other than Mathematics and/or Reading, the letter "R" would indicate Exceptional Student Resource class in place of a letter grade for any subject the student misses as a result of being scheduled into a resource class for special instruction.

(b) For students scheduled to receive exceptional education resource services in Mathematics and/or Reading in addition to regular classroom instruction in the areas of Mathematics and/or Reading, grades assigned are based upon mastery of individual objectives which are determined jointly by the regular education teacher and the exceptional education resource teacher. Resolution of conflicts in grades is the responsibility of the principal.

(c) For students scheduled to receive exceptional education resource services in place of Mathematics and/or Reading, grades assigned are determined by mastery of objectives as stated on the IEP.

(2) Secondary

(a) Grades assigned for students scheduled to receive resource services as an elective are determined by mastery of individual objectives as stated on the IEP.

(b) For students scheduled to receive resource services in Language Arts and/or Mathematics as an elective, in addition to their regular Language Arts and/or Mathematics, the resource teacher and regular education teachers shall communicate concerning test modifications and area(s) of deficit pertaining to the student.

(c) For students scheduled to receive resource services for special credit, grades assigned in resource are determined by mastery of objectives as stated on the IEP. The resource teacher shall communicate with appropriate regular education teachers in other subject areas that may be affected by the student's area(s) of deficit. This applies only to senior high school students pursuing a special diploma.

c. Exceptional Education Students Graded on Ability Level

Report cards and cumulative folders shall be stamped "Graded on Individual Ability Level" for students who perform below grade level. This applies to grades received in exceptional education classes only, for students who are specifically exempted from meeting regular promotional requirements on their IEP.

APPENDIX R

ENTRY REQUIREMENTS FOR STUDENTS WHO TRANSFER FROM OUT-OF-STATE AND DO NOT MEET REGULAR AGE REQUIREMENTS FOR ADMISSION TO FLORIDA PUBLIC SCHOOLS

(1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).

(2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).

(3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data.

(a) official verification that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;

(b) an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;

(c) evidence of immunization against communicable diseases as required in Section 232.032, Florida Statutes;

(d) evidence of date of birth in accordance with Section 232.03, Florida Statutes; and

(e) evidence of a medical examination completed within the last twelve months in accordance with Section 232.0315, Florida Statutes.

APPENDIX S

FLORIDA ACADEMIC SCHOLARS PROGRAM

This Act establishes the Florida Academic Scholar's Program as a means of recognizing and rewarding outstanding high school graduates who complete a rigorous and advanced program of prescribed academic studies.

The Act creates a new Section 232.2461, Florida Statutes, and authorizes the Commissioner of Education to award each graduate who completes the requirements of the program, a certificate designating the student as a Florida Academic Scholar.

Each student designated as a Florida Academic Scholar will be entitled to automatic admission to a state university or community college within the state, and each such student enrolling in a public or accredited private college or university within the state will be entitled to a four-year scholarship from the existing Florida Academic Scholars' Fund. The scholarship is dependent upon the student maintaining a 3.2 cumulative grade point average, and will be in the amount of $750 annually for a student attending school with tuition and registration fees of over $2000. For a student attending a school with tuition and registration fees of less than $2000, the amount of the scholarship will be $500 annually.

In order to be designated as a Florida Academic Scholar, a student must complete a prescribed high school program of at least 22 credits in grades 9-12, demonstrate mastery of the state-prescribed minimum student performance standards, and demonstrate advanced proficiency in both verbal and quantitative areas on a standardized test prescribed by the State Board of Education.

The required credits must include, as a minimum:

(1) Four years of progressively advanced instruction in language arts, including courses in English grammar, writing, and literature;

(2) Four years of progressively advanced instruction in science, including courses in biology, chemistry and physics;

(3) Four years of progressively advanced instruction in mathematics, including courses in algebra, geometry, and trigonometry;

(4) Two years of progressively advanced instruction in a foreign language;

(5) One year of instruction in art and/or music;

(6) Three years of instruction in social studies, including courses in American history and government, and world history; and

(7) One year of instruction in health and physical education.

The specific course or courses which may be used to satisfy each of the above requirements will be prescribed by rules of the State Board of Education.

The Act encourages each district school board and each non-public school to make provision for students who desire to participate in the program, either through appropriate advanced course offerings in each school or through cooperative arrangements with other schools, community colleges, or universities as authorized by Sections 229.814(5) and 240.115 Florida Statutes.

APPENDIX T
MINIMUM STANDARDS FOR ADMISSION FOR ENTERING FRESHMAN TO
THE STATE UNIVERSITY SYSTEM
6C-6.02

(1) Normally a diploma from a Florida public or regionally accredited high school, an accredited out-of-state high school or if foreign, its equivalent, or state approved General Education Development program shall be required for admission of beginning freshman students to a state university. Students admitted under acceleration mechanisms as indicated in 6C-6.06 are exempted from this requirement.

(2) Students applying for admission will submit test scores from the Scholastic Aptitude Test of the College Entrance Examination Board or from the American College Testing program, or the equivalent.

(3) The Board reaffirms its Equal Educational Opportunity (EEO) commitments. Students may be considered eligible for admission to any of the state universities in each of the following three alternative ways:

(a) Students applying for admission who have a satisfactory high school record, including at least a "B" average (3.0 on a 4.0 scale) in the appropriate high school academic units (year long courses which are not remedial in nature) in grades 9 through 12, and who submit other appropriate evidence that the student can be expected to carry out successful academic progress in the university, are academically eligible for admission to any of the state universities. The high school academic unit requirements are to be phased in over a five-year period as follows:

	Recommended	Required	
	1982-83 and 1983-84	1984-85 and 1985-86	1986-87 and 1987-88
English	3[a]	3[a]	4[b]
Math[c]	2	2	3
Natural Science[d]	2	2	3
Social Science[e]	2	2	2

Electives:	3	1	4
English			
Math			
Foreign Language[f]			
Natural Science			
Social Science			
TOTAL	12	12	16

[a]Two of which must have included substantial writing requirements

[b]Three of which must have included substantial writing requirements

[c]At the Algebra I and above levels

[d]One of which must have included substantial laboratory requirements

[e]Includes: History, Civics, Political Science, Economics, Sociology, Psychology

[f]Two years of a foreign language will be a goal for the State University System within ten years, pending availability in the state's secondary schools

(b) Students applying for admission who have less than a "B" average in the required academic units described in (a) above, but who have at least a "C" average (2.0 on a 4.0 scale) in the required academic units and who present scores at or above the 40th percentile of college-bound seniors on a nationally-normed college admissions exam (840 on the combined verbal and quantitative parts of the Scholastic Aptitude Test of the College Entrance Examination Board, or a composite score of 17 on the American College Testing Program) are academically eligible for admission to any of the state universities.

(c) Students who admission test scores are below that required in (b) above, and are deficient in the number of academic high school units, and/or whose high school grade point averages are below that required in (b) above may be admitted if, in the specific judgment of an appropriate evidence that these students can be expected to do successful academic work in the institution to which they apply. The portion of a university's entering freshmen admitted under this alternative will be approved annually by the Board of Regents and the university will submit annual followup reports of the success of those students admitted under this alternative for Board of Regents review.

(4) The universities of the State University System have the authority to adopt and promulgate rules which have the effect of increasing the minimum standards for eligibility for admission or to provide additional criteria in making admissions decisions. These institutional rules will be reviewed annually by the Board of Regents prior to September 1.

APPENDIX U

ADMINISTRATIVE GUIDELINES FOR IMPLEMENTING THE PUPIL PROGRESSION PLAN'S TEACHER JUDGMENT CRITERION

The administrative guidelines indicated in this directive are for implementing the Pupil Progression Plan's teacher judgment criterion. The professional judgment of the teacher is the major prerequisite for promoting students from grade to grade. In order to assist the classroom teacher in making this evaluation of the student's progress, we recommend the following guidelines.

Implementation Guidelines

1. The purpose of the increased emphasis on teacher judgment as the major criterion for promotion is to ensure that students are not promoted before they have demostrated mastery of the sufficient number of basic skills designated for their grade level. (See page 6, section 2.a. of the Pupil Progression Plan.) The concept of skill mastery can be defined as the student's ability to apply a skill successfully in a variety of instructional activities as determined by the classroom teacher. Therefore, a comprehensive assessment process should include a number of different types of procedures to determine skill mastery.

2. Documentation of teacher judgment utilized in certifying mastery of the designated basic skills can be based on any combination of the following procedures:

   a. Applicable IMS tests
   b. Applicable tests or evaluation activities selected from the district's textbook program or other school selected instructional materials
   c. Applicable samples of a student's written daily work assignments including homework activities
   d. Records on observations of student work (oral and written) (i.e., classroom participation, completion of assignments, quality of work)
   e. Applicable district developed tests
   f. Teacher-made tests

3. Teachers should be encouraged to use their evaluations of student daily work assignments including appropriate homework assignments and their classroom observations as a basis to certify skill mastery for promotional purposes. It is not the intent of these guidelines to require that the teacher certification of skill mastery must be based only on the use of applicable IMS tests and/or any other single test instrument. Teachers should use a variety of assessment procedures to certify skill mastery. Certification of skill mastery should not be completed until the teacher feels in his/her judgment that there is sufficient documentation of skill mastery.

4. The percentage of basic skills designated for each grade level on the district's Instructional Management System (IMS) that should be mastered by a student for promotional purposes is eighty-five percent (85%) or more.

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